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ABSTRACT

This is the third of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is the underdeveloped countries. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. This unit focuses on the problems of underdeveloped countries around the world in order to understand the relationship of these problems to foreign policy issues facing the United States, to study in more detail causes of the problems and difficulties of introducing technological change, and to consider policy alternatives facing not only the underdeveloped countries but also the United States' foreign aid and trade policies. These alternatives involve a series of value conflicts as well as non-normative questions related to the consequences of different courses of action. This unit draws heavily upon economics, anthropology, and to some extent on geography. The teacher's guide is SO 006 331; other units are SO 006 332-336 and SO 006 338. (Author/KSM)

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Grade Twelve
Unit: The Underdeveloped Countries.

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RESOURCE UNIT

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SO006337

1968

OBJECTIVES

GENERALIZATIONS

1. Every economic system faces scarcity or lack of enough productive resources to satisfy all human wants.

2. There is a great gap between living levels of the richest and the poorest nations. Living levels in the U.S. are very high compared to those in most countries.

   a. People's ideas of what constitutes an adequate level of living or poverty changes as average living levels change.

   b. It is difficult to compare real wages between countries because of differences in the importance of different types of goods for consumers, because of difficulties of assessing the comparative purchasing power of monetary systems, because of the differences in quality of goods, and because of differences in the amount of socialized benefits provided by different countries.

3. Living levels do not rise unless output of production grows at a faster rate than population.

4. At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

   a. The ability of a country to produce is limited in part by available natural resources; however, a country may be able to acquire resources from other countries by selling goods and services which it can not produce.

   b. Economic output is affected by the quality of labor or labor skills (and health) as well as by the quantity of labor.

   c. The quality of labor is usually increased by education and training.

   d. Capital formation through savings is a major means of increasing an economy's total output over time, because it increases productive capacity.

      1) Savings (or forgoing present consumption) are required for investment or capital formation.

      2) The larger the productive capacity in relationship to the population, the less the hardship involved to consumers in making the savings (and investment) needed to achieve a given growth rate.

   e. Output can be increased by technological progress in the development of tools and machines and power.

1) Investment in technological research and development may lead to higher levels of technology and so to greater productivity because of more or better quality capital goods.

f. The organizational structure of the total economy or of any large sector of it (such as agriculture or mining) affects efficiency or production output just as does the organizational structure within a single firm.

1) Output can be increased by a more efficient combination of productive resources (by the way in which production is organized.)

2) The added amount of production created by adding additional units of any single factor of production eventually begins to diminish or fall off.

3) Mass production with its greater specialization and substitution of capital goods for labor permits reduction in costs.

a) Mass production needs a mass market with mass consumers as well as standardization of products and parts and a high proportion of capital goods; thus mass production depnds upon the development of transportation facilities and political developments which open up markets as well as upon technological developments and organizational structure within a firm.

5. In all societies people have certain economic goals and may use their governments to help achieve these goals. Although some goals are very much alike, different societies place differing emphases upon them.

a. Popole generally would like to see their economic system provide ecnnomic growth and so higher levels of living.

b. People differ in the degree to which they desire economic justice or a reduction in inequalities of economic opportunity or income.

c. Economic goals may not be compatible. (Some programs to increase economic justice may interfere with economic growth and rising levels of living.)

6. Regardless of the kind of economic system, societies go through somewhat the same stages of economic growth, although the time needed for these stages differs.

a. Not all economies conform to the "ideal" stages or descriptions, but they tend to follow more or less the same pattern of growth.

b. Traditional societies, which look to tradition for guidance and do not welcome technological change, have a

very slow rate of economic growth.

c. The transitional stage prior to takeoff sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create large markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions.

7. Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.

a. It is demand, backed by the ability and willingness to pay for goods at specific prices, which affect the market; people's wants do not affect the market unless they are turned into effective demand.

b. If purchasing power increases without some corresponding increase in available materials, there is an upward pressure on prices.

c. The elasticity of the demand for goods varies. For some essential goods (such as food) demand does not differ much regardless of the price.

8. In a private enterprise system it is the market which translates demand and supply into a price system and which is chiefly responsible for the way in which the basic economic questions are resolved.

9. In practice in communist countries the means of production are almost all owned by the government and most of the basic economic decisions are made by the government.

10. Economic systems are usually mixed, with both public and private ownership and with decisions made both by government and by consumers and businessmen.

11. Government policies can promote or hinder economic growth.

a. Taxation policies affect the distribution of income and therefore consumer expenditures and investment.

12. A high death rate among children and young adults places an economic burden upon a society which must support children who do not grow up to become productive members of the society or who do not remain productive members for more than a few years.

13. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society. Control of one or a few scarce valued things may enable the group to get control of other scarce and valued things and thus pyramid their power.

14. The institutions of a society are interrelated.

15. Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.

16. Specialization of individuals, regions, and countries make for interdependence.

17. Man uses his physical environment in terms of his cultural values, perceptions, and levels of technology.

18. Culture traits spread through a process of diffusion.

19. To be successful, a person who tries to introduce technological change into another country must analyze many factors.

    a. Those attempting to introduce change will fail if they fail to arouse a feeling that change is needed.

    b. Attempts to introduce change may fail if those attempting to introduce the change do not try to fit the change into the value system of the society to be changed.

20. Some values are conducive to change; some make planned change difficult.

    a. Where people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that a "high degree of mastery over nature and and social conditions is possible."

21. All cultures have some aspects w change is valued and others wher not valued.

    a. Change in society is likely t more frequently in the less b emotionally charged, more in or technical aspects than in as basic values, primary grou territorial and religious sta prestige systems.

22. Certain aspects of the social st may inhibit marked social change innovation.

23. Taking the policy-making process the general strategic advantage lies with the status quo whose supporters have status, acceptab access to political power, and i advantages.

24. Human beings are members of the species; they are far more alik physically than they are differ

25. Frustrations may lead to aggres

26. The international system may be at as a series of power relatio Military capacity is an importa in the development of national not the only one or even the

    a. Nationalism usually mak to divert resources an channels in which t will imum contribution to nationa

21. All cultures have some aspects where change is valued and others where it is not valued.

    a. Change in society is likely to occur more frequently in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

22. Certain aspects of the social structure may inhibit marked social change and innovation.

23. Taking the policy-making process as a whole, the general strategic advantage always lies with the status quo whose supporters have status, acceptability, access to political power, and financial advantages.

24. Human beings are members of the same species; they are far more alike physically than they are different.

25. Frustrations may lead to aggression.

26. The international system may be looked at as a series of power relationships. Military capacity is an important factor in the development of national power but not the only one or even the dominant one.

    a. Nationalism usually mak[es] people prepared to divert resources an[d] effort into channels in which t[hey] will make a maximum contribution to national power.

Skills.

1. Attacks problems in a rational manner.

   a. Alert to incongruities, recognizes problems, and is concerned about them.

   b. Defines problems by isolating basic issues, defining terms, and identifying assumptions and value conflicts.

   c. Considers the relevance of each of the social science disciplines and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.

   d. Sets up hypotheses.

   e. Clarifies and refines hypotheses and then deduces possible consequences (if-then statements).

   f. Considers alternative courses of action.

      1) Sets up hypotheses about possible consequences of alternative courses of action.

   g. Sets up experiment or figures out some other appropriate technique(s) for testing hypotheses.

2. Gathers information effectively.

   a. Uses Statistical Abstract.

   b. Skims to locate information.

   c. Interprets graphs, tables and charts

3. Uses effective geographic skills.

   a. Draws inferences from maps.

      1) Draws inferences from a comparison of different map patterns of the same area.

   b. Uses scatter diagraps to test hypotheses.

4. Has a sense of time.

   a. Notes durations of periods or events.

5. Evaluates information and sources of information.

   a. Identifies and examines assumptions to decide whether he can accept them.

   b. Distinguishes between facts, inferences and values judgements.

   c. Differentiates between descriptive, causal, predictive, and normative questions and statements.

   d. Rejects assumptions of cause-effect relationship in correlations; looks for another factor which may affect both parts of correlation.

e. Checks on the bias of sources of information.

f. Compares sources of information.

g. Checks on the completeness of data and in wary of generalizations based on insufficient evidence.

6. Analyzes and organizes information and draws conclusions.

a. Applies previously-learned concepts and generalizations.

b. Uses simple statistical devices for analyzing data.

c. Tests, refines, and eliminates hypotheses and words out new ones where necessary.

d. Generalizes from data.

e. Organizes information according to some logical pattern which fits his topic.

f. Having studied the causes of the problem, examines possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal.

g. In considering situations calli action, decides whether or not act upon the basis of a theory extent to which theory seems verified and the risks of acti failing to act.

7. Is able to work well with others.

a. Empathizes with others and trie things through their eyes wheth he accepts their viewpoint or sympathizes with them or not.

Attitudes.

1. Is curious about social data and h behavior and desires to read and s further in the social sciences.

2. Is committed to the free examinati social attitudes and data. Searche actively for different points of v interpretations. Values independen

3. Values the scientific method and r thought as applied to social as we natural data.

4. Values objectivity and desires to his values from affecting his inte of evidence, although recognizing important role of values in the pr making decisions about problems wh action.

5. Searches for evidence to disprove hypotheses, not just to prove them.

g. In considering situations calling for action, decides whether or not one should act upon the basis of a theory by considering extent to which theory seems verified and the risks of acting or failing to act.

7. Is able to work well with others.

a. Empathizes with others and tries to see things through their eyes whether he accepts their viewpoint or sympathizes with them or not.

Attitudes.

1. Is curious about social data and human behavior and desires to read and study further in the social sciences.

2. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations. Values independent thought.

3. Values the scientific method and rational thought as applied to social as well as to natural data.

4. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in the process of making decisions about problems which demand action.

5. Searches for evidence to disprove hypotheses, not just to prove them.

6. Evaluates information and sources of information before accepting evidence and generalizations.

7. Is sceptical of conventional truths and demands that widely-held and popular notions be judged in accordance with standards of empirical evidence.

8. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.

9. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.

10. Is sceptical of single factor theories of causation in the social sciences.

11. Is sceptical of panaceas.

12. Believes in the possibilities of improving social conditions.

13. Values change as a means of achieving goals but does not equate change with progress.

14. Is patient with attempted reforms; looks at current situations from the perspective of the time needed for changes in the past.

15. Values human dignity.

16. Evaluates proposals and conditions on the basis of their effects upon individuals as human beings.

17. Feels a sense of responsibility for keeping informed about current problems.

OBJECTIVES	OUTLINE OF CONTENT
A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.	
G. There is a great gap between living levels of the richest and the poorest nations. Living levels in the U.S. are very high compared to those in most countries.	I. There are great differences among countries in terms of their degree of economic development.
A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.	
A. ALERT TO INCONGRUITIES, RECOGNIZES PROBLEMS, AND IS CONCERNED ABOUT THEM.	
G. Every economic system faces scarcity or lack of enough productive resources to satisfy all human wants.	

TEACHING PROCEDURES	MATERIALS OF INSTRUCTION

Iniatiatory Activities

1. Give a pretest to determine the extent to which students have misconceptions about economic underdevelopment. (Include a question on changes in the spread between per capita incomes in underdeveloped and developed countries. Have pupils list countries they think are underdeveloped. Have each student write out his definition of underdevelopment and explain why he thinks these countries are underdeveloped.) Discuss the questions briefly, to bring out different points of view. Save the pretests to compare with findings at the end of the unit.

2. Give pupils the same opinion poll given by Roper to the American public in 1958 on extension of foreign aid. Then compare results of the class poll with results of poll. If they differ, ask: Why do you think they differ? (Let pupils suggest possible reasons.)

   Reprinted in Staley, Future of Underdeveloped Countries, p. 437

3. Choose from recent newspapers and magazines a few articles and pictures which indicate economic underdevelopment. Use to initiate a discussion on the problems facing underdeveloped countries.

4. Now point out that one man suggests three different ways of defining underdeveloped countries. List them on the board. Which seems to make the most sense in terms of defining a problem which needs solving?

   Feinstein,ed., Two Worlds of Change, pp. 1-3.

A. ALERT TO INCONGRUITIES, RECOGNIZES PROBLEMS, AND IS CONCERNED ABOUT THEM.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

S. Uses Statistical Abstract.

S. Interprets tables.

A. ALERT TO INCONGRUITIES, RECOGNIZES PROBLEMS, AND IS CONCERNED ABOUT THEM.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

S. Empathizes with others and tries to see things through their eyes whether he accepts their viewpoint or sympathizes with them or not.

A. ALERT TO INCONGRUITIES, RECOGNIZES PROBLEMS, AND IS CONCERNED ABOUT THEM.

A. Differences in economic development may be measured by Gross National Product per capita (or national income per capita). However, there are limitations to such comparisons, just as there are to some other comparisons of living levels.

B. Statistical data do not show the impact of living conditions upon the people in underdeveloped countries

5. Prepare or have a student prepare a bulletin board entitled "Underdeveloped Economies." Locate on a map in the middle of the board the countries which have a per capita income below $125 a year. Select pictures showing underdevelopment and display these around the map with ribbons from the pictures to the countries on the map.

. Use current figu
capita incomes; available i
World Economic Survey.

6. Have a student look up in one of the statistical sources used in the last unit, the per capita income for the U.S. as an example of a country with a highly developed economy. (The U.S. per capita disposable income has been over $1900 since 1960, as measured in 1963 prices.)

Statistical Abstract of the U.

7. Project figures on per capita output in terms of U.S. dollars. What proportion of the world's population live in countries with a per capita output of $100 or less? of from $101 to $300? of $300 or less? of $600 or less? What proportion of the world's population lives in countries of $1200 or above?

8. Read aloud to the class or have the students read Heilbroner's vivid description of what economic underdevelopment "looks like" to the people. This account should provide strong motivation for studying underdeveloped countries.

Heilbroner, The Great Ascent,

Discuss: What causes such conditions? Why is this picture not shocking to those who live there? How does this account contribute to your knowledge of comparative levels of living? Which makes more of an impression on you: the Heilbroner account or the statement,"Half of the world's population enjoys a standard of living less than $100 a year."?

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Heilbroner, The Great Ascent, pp. 23-27.

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A. VALUES HUMAN DIGNITY.

A. EVALUATES PROPOSALS AND CONDITIONS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

A. ALERT TO INCONGRUITIES, RECOGNIZES PROBLEMS, AND IS CONCERNED ABOUT THEM.

A. EVALUATES PROPOSALS AND CONDITIONS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

S. Attacks problems in a rational manner. (Defines problems by isolating basic issues, defining terms, and identifying assumptions and value conflicts; sets up hypotheses and/or alternative courses of action; deduces possible consequences or if-then statements from hypotheses; sets up experiment or figures out some other appropriate technique for testing hypotheses.)

9. Quote Keenleyside's italicized statements on underdevelopment other than per capita income. How does this statement compare with the general impression given by Heilbroner in his description of life in underdeveloped countries.	In Hambidge, ed., Dynamics of Development, pp. 9-10.
10. Read to the students or have them read selections such as "The Hungry World," and brief descriptions of poverty in Latin America or Asia or Africa. Have pupils begin a class list of "Indicators of economic underdevelopment." This list should include indicators already developed in this unit plus many others derived from their reading as they proceed with the unit.	"The Hungry World," The Royal Bank of Canada Monthly Letter. Montreal, Vol. 45, No.6, June, 1964. Also see Szulc, Winds of Revolution, Ch. 2; Clark, Coming Explosion in Latin America, pp. 7-14; de Ryche, ed., Beginning Readings in Economics, pp. 298-301. Ammer ed., Readings and Cases in Economics, pp. 307-308.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

S. Sets up hypotheses.

S. Attacks problems in a rational manner. (Defines problems by isolating basic issues, defining terms, and identifying assumptions and value conflicts; sets up hypotheses and/or alternative courses of action; deduces possible consequences or if-then statements from hypotheses; sets up experiment or figures out some other appropriate technique for testing hypotheses.)

S. Organizes and analyzes information and draws conclusions. (Checks, refines, and eliminates hypotheses and works out new ones where necessary; considers possible consequences of alternative courses of action.)

S. Differentiates between descriptive, causal, predictive, and normative questions and statements.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DECISIONS ABOUT PROBLEMS WHICH DEMAND ACTION.

11. Show the film: Food and People. Then read aloud Heilbroner's comments about the outcome of the struggle of economic development in the underdeveloped countries. Discuss: Why is this outcome important for the U.S. as well as for the underdeveloped countries of the world? Have pupils consider the possible effects of economic development upon these underdeveloped countries. Ask: Do you think economic development is likely to lead to greater democracy? Why or why not? Will economic development of these countries contribute to peace among nations? Why or why not? Have pupils set up hypotheses to consider as they study this unit.

Heilbroner, The Great Ascent, pp.
Film: Food and People, E.B.F., 3

12. Review the things which one should do when trying to solve a problem. (If necessary, drop back to use some of the suggestions in unit one in the ninth grade course. Or use another hypothetical situation, such as: What would you do if you discover that you have two dates to the next prom? Allow several students to voice opinions so that they can see that different people will have different ways of defining the problem, different alternative solutions, different goals and values, and hence different choices. Ask: How does such problem solving differ from the steps which you follow when you are trying to solve an intellectual problem related to a descriptive, explanatory or predictive question? If necessary review the differences between descriptive, explanatory, predictive, and prescriptive (normative) questions and generalizations. (Use examples close to students' own lives to clarify the meaning.) Then have students classify questions raised thus far as to their type. Now return to the question about differences in problem-solving. Ask further questions; needed, to bring out the difference between solving problems which involve choosing a course of action in the light of values and problems related to questions of description, cause-effect analysis and prediction. Then ask: How would you classify the problems raised so far about underdeveloped countries? Why? What do we need to do before coming to any conclusions about what

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Heilbroner, The Great Ascent, pp. 10-11.
Film: Food and People, E.B.F., 3 reels.

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A. VALUES THE SCIENTIFIC METHOD AND RATIONAL THOUGHT AS APPLIED TO SOCIAL AS WELL AS TO NATURAL DATA.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES NOT JUST TO PROVE THEM.

S. Considers the relevance of each of the social science disciplines and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

S. Organizes information according to some logical pattern which fits his topic.

we think the U.S. should do about our relations with such countries? What would leaders of such countries need to do before making decisions?

Give pupils an imaginary case of a scientist who is trying to find evidence to prove his hypothesis correct. Discuss: Is he being scientific?

13. Ask: From what you know about the different social sciences, and about economic growth, what help do you think we can get from each in defining the problem, identifying causes, and predicting outcomes of different courses of action? What concepts and questions from these social sciences do you think might be particularly helpful in trying to make sense out of the data we examine about underdeveloped countries?

14. Have each student choose a specific underdeveloped country. Explain that during this unit, each student is expected to find out what tends to make this country underdeveloped. Each is supposed to assume the role of the Chairman of a Committee of Economic Advisors for that country. What specific suggestions would he make to encourage economic development in that country? Explain that this report is to be based upon considerable research.

On the chalkboard write brief descriptions of several different approaches to organizing information about a country -- e.g., historical, by regions within the country, according to steps of problem analysis, etc. Discuss: Which type of organization seems most suitable for this paper? Why? Point out that the papers are to be turned in during the last part of the unit. (Give pupils a tentative date at this time.)

S. Skims to locate information

S. Attacks problems in a rational manner. (Defines problems by isolating basic issues, defining terms, and identifying assumptions and/or alternative courses of action; deduces possible consequences or if-then statements from hypotheses; sets up experiment or figures out some other appropriate technique for testing hypotheses.)

S. Organizes and analyzes information and draws conclusions. (Checks, refines, and eliminates hypotheses and works out new ones where necessary; considers possible consequences of alternative courses of action).

Let pupils sign up on a list of possible countries to study. By and large, this list should focus upon Latin American countries and some of the countries not studied thus far in the Project curriculum (such as Ceylon, Burma, Thailand, Laos, Afghanistan, and perhaps several of the North African countries which pupils did not focus upon particularly in their study of the Middle East in the 8th or 9th grade.)

Review the need for skimming to locate information when a book has no index or only inadequate one. Review ways of skimming efficiently.

Orient the class to the basic questions which they will want to consider in their study of this unit:

a. What is the nature of the problems confronting underdeveloped countries?
b. What is causing these problems? To what extent are they purely economic and to what extent are they political and social(or due to cultural attitudes and social structure)?
c. What are these countries doing to improve, change, or retard their economic situation?
d. What more or different courses of action might these countries be able to take? What advantages and disadvantages do you see to each? Why?
e. What is the"American interest" in the plight of underdeveloped countries, and what is the United States doing as a consequence?
f. What alternative courses of action might the U.S. undertake? What value-conflicts are involved in trying to decide whether or not to follow them?
g. What are the implications for the world and for this country of the success or failure in "altering" the situation in underdeveloped countries?

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ FURTHER IN THE SOCIAL SCIENCES.

G. People's ideas of what constitutes an adequate level of living or poverty changes as average living levels change.

G. It is difficult to compare real wages between countries because of differences in the importance of different types of goods for consumers, because of difficulties of assessing the comparative purchasing power of monetary systems, because of the differences in quality of goods, and because of differences in the amount of socialized benefits provided by different countries.

Developmental Activities

15. Give pupils an annotated bibliography of books on underdeveloped countries. Include a list of standard statistical sources. Introduce some of the books orally. Give pupils a browsing period so that they can look over the books and find one which they wish to begin reading. See bibliography.

16. Have pupils define what is meant by the term "Level of Living"and the term "standard of living." Point out that some authors use these terms interchangeably, but that others differentiate between them.(The standard of living relates to expectations about adequate living levels. The level of living refers to actual conditions.) Ask: Why might it be important to identify both the standard and the level of living in a country?

Now discuss the difficulty of defining standards of living, such as an "adequate" standard or one which meets only "necessities." Discuss: What is the difference between necessities and luxuries? (e.g., Is indoor plumbing a necessity? Does it make any difference where you are in determining the answer to this question? Perhaps have students compare the differences in their standards on camping trips and at home.)

Ask: What difficulties do you see in comparing levels of living from one country to another? (How does one compare a grass hut on the Amazon with a bungalo in Minneapolis? Do both qualify as suitable or adequate homes? Would you call Caracas, Venezula, underdeveloped because it has no snow shovels?) The students should be able to see the problems intrinsic in such comparisons.

G. It is diffucult to compare real wages between countries because of differences in the importance of different types of goods for consumers, because of difficulties of assessing the comparative purchasing power of monetary systems, because of the differences in quality of goods, and because of differences in the amount of socialized benefits provided by different countries.

S. Applies previously-learned concepts and generalizations.

S. Applies previously-learned concepts and generalizations to new data.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Interprets graphs and charts.

S. Generalize from data.

17. Now project a chart comparing levels of living by showing the amount of time needed to earn or make certain goods. Ask: What did you learn last year about the difficulties in making such comparisons? What else did you learn about the difficulties of comparing living levels from one country to another? (e.g., the Soviet Union and the U.S.)

18. Ask which kind of measure of central tendency students think would be most appropriate for comparing differences in income in our town and (choose a town which is rural if students live in an urban area, which is urban if students live in a rural area). Would the mean, median, or mode be more appropriate? Why? What is the difficulty with using the average or mean? Point out that this is the figure being used when per capita incomes in different countries are compared. Ask: In what kinds of social or class structures would the use of the mean or per capita income greatly exaggerate the living levels of the masses of people? Why? Suggest that students try to find out if such a class structure is typical in any of the underdeveloped countries which they study during the unit.

19. Have each student prepare for the country he has selected to study a series of charts showing population density, average annual income per capita, diet, and similar data to illustrate the degree of underdevelopment.

    Display these charts on the bulletin board, then discuss: What generalizations can be formed from the data on these charts and graphs?

S. Draws inferences from a comparison of different map patterns of the same area.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Rejects assumption of cause-effect relationship in correlations; looks for another factor which may affect both parts of correlation.

S. Sets up hypotheses.

S. Applies previously-learned concepts and generalizations to new data.

G. Living levels do not rise unless output of production grows at a faster rate than population.

11. There have always been differences between rich countries and poor countries. However, these difference have increased in the 19th and 20th centuries. Both underdeveloped and developed countries are trying to raise living levels in underdeveloped countries for a number of political, economic and social reasons.

A. The gap between rich and poor countries is wide and has been widening during the 19th and 20th centuries.

20. Now have a pupil prepare similar charts for the U.S. Compare these with those of underdeveloped countries. Ask: What differences are obtained?

21. Perhaps project maps from Bhagwati on infant mortality rates and the number of physicians and dentists in developed and underdeveloped countries. Discuss each map and draw comparisons among them. Ask: To what extent can you generalize about the relationship between underdevelopment (in terms of GNP per capita) and infant mortality rates? Between underdevelopment and the number of doctors and dentists? Between infant mortality and the number of doctors and dentists? Do you think there might be any causal relationship between these factors? Can you be sure? Why not? How can you explain the developed areas with low ratios between the number of doctors and dentists? (Assign the job of checking pupils' hypotheses on their countries to the student studying them.)

Bhagwati, Economics of Underdeveloped Countries, pp. 28-31.

22. Have each student look up the most recent population figures for the country he is studying. Have him also gather population figures for that country in 1700, 1800, 1900, 1950 or other selected years. What is the trend? Have pupils figure out the percent of change between different years. Then compare class findings. Ask: What effects might such population growth rates have upon levels of living?

Various statistical references.

S. Applies previously learned concepts and generalizations to new data.

S. Uses simple statistical devices for analyzing data.

S. Generalize from data.

G. Living levels do not rise unless output of production grows at a faster rate than population.

23. Discuss: Do you think it would make any difference to economic growth of a country if increasing population were to come by a drop in infant mortality rate rather than a drop in mortality rates of older people? Why or why not?

For a discussion of this question, see Gill, Economic Development, pp. 5-6.

24. Write on the chalkboard estimated population figures for the world, as follows, and have pupils figure out the average annual rate of increase.

United Nations, Statistical Yearbook

1920	1.810 billion
1930	2.013 billion
1940	2.246 billion
1950	2.518 billion
1960	2.995 billion

Now put the following estimated figures on the chalkboard:

7000 B.C.	--about 10 million
1 A.D.	--about 250 million
1650 A.D.	--about 475 million
1960 A.D.	--about 2,995 million

Tell the class that in 1960 the number of people in the world was increasing at the rate of about 48 million a year (or 5400 persons per hour or 90 a minute). Ask pupils to compare the rate today with the rate in earlier times. Now project the table in Hauser showing the number of years in different periods that it took to double the world's population. Or project graphs to show population growth.

Hauser, The Population Dilemma, p. 10.

Discuss: Why might this great increase in rate of population growth create a problem for countries?

S. Uses simple statistical devices for analyzing data.

S. Checks on the completemess of data.

S. Applies previously-learned concepts and generalizations to new data.

S. Draws inferences from maps.

S. Draws inferences from a comparison of different map patterns of the same area.

S. Sets up hypotheses.

G. Living levels do not rise unless output of production grows at a faster rate than population.

25. Give pupils a figure for the estimated no. of million square miles of land area on the earth's surface. Then have them compute the population density for the world as a whole by dividing the population by the number of square miles. Have pupils look up the land area for the U.S. and figure the population density for this country (or you might provide the class with computed figures.)

    Ask: Is the general population density for a country as meaningful as some other figure might be to show population pressure on the land? Why or why not? (Review what pupils learned during the 11th grade course.)

    Give the class figures on the density per arable square mile. Compare this figure with just density per square mile.

    Now have pupils study a world population density map. Ask: What are the high density areas in the world? Is there any pattern which can be discerned in this distribution of population around the world?

26. Give pupils two maps or one with a piece of acetate which can be flipped over it. On one have each student indicate per capita incomes of each country. On the other, have each student indicate population density and birth rates for each country. (Or have one student make such an overlay, showing only figures by continents rather than countries.)

    Now ask pupils to study this overlay and see if they can generalize about the relationship between population and living levels. (They should note that areas of low income are generally but not always where population densities are larger and population is increasing the most rapidly.)

S. Is sceptical of single-factor causation in the social sciences.

S. Interprets tables.

S. Uses scatter diagrams to test hypotheses.

G. Living levels do not rise unless output of production grows at a faster rate than population.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

S. Interprets tables.

S. Generalizes from data.

S. Tests hypotheses against data.

A. ALERT TO INCONGRUITIES, RECOGNIZES PROBLEMS, AND IS CONCERNED ABOUT THEM.

Ask: What hypotheses might be set up about a possible relationship between population density and per capita income?

Now project the table in Staley on the proportion of world population and adjusted world income in countries of different levels of income. Discuss: Does this table confirm your conclusions from the study of the maps? What does it indicate about problems facing countries with the lowest incomes? about the differences in living levels between countries? (Perhaps have a pupil plot a scattergram to help students see the degree of correlation between population and income.)

Staley, The Future of Underdeveloped Countries, p. 401.

7. Now discuss: What will happen to living levels in these low-income countries if national incomes do not increase? If they do not increase faster than the population increases?

Project some of the tables from Hauser on what is likley to happen to consumer incomes in underdeveloped countries under two different fertility rates. Discuss: How much difference would such a drop in fertility rates make to income? How does the rate of economic growth needed in underdeveloped countries to increase living levels compare with the rate needed in the U.S. to increase living levels here? What is likely to happen to differences between living levels of developed and underdeveloped countries in the future?

Hauser, The Population Dilemma.

Now quote authors on what has happened to differences between living levels in different countries over a period of time. Test students' hypotheses made in the pretest against this data. Ask: Why is this growing difference a cause for concern?

Heilbroner, The Great Ascent, p. 89.

Gill, Economic Development, pp. 79-80

S. Tests hypotheses against data.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

A. EVALUATES PROPOSALS AND CONDITIONS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

S. Interprets tables.

S. Tests hypotheses against data.

S. Generalizes from data.

S. Emphasizes with others and tries to see things through their eyes whether he accepts their viewpoint or sympathizes with them or not.

28. Have a pupil give a report on Malthus' population theory. Discuss: Do you think Malthus was right or wrong? Why? (Test his theory against data learned in the 11th grade course.)

Dean and Harootunian, eds., West Non-West, pp. 388-389.

29. To summarize existing differences in a dramatic way, have pupils read "Mrs. Smith Goes Shopping." Also have pupils read several other comparisons which make clearer the contrast between underdeveloped and developed nations. For example, have pupils read Stavrianos on what $50 to $75 per capita means in terms of human beings.

Reprinted in Stavrianos, ed. Re in World History, pp. 885-88. Stavrianos, A Global History of p. 753.

30. Distribute to the class tables such as "Estimated GNP and Real GNP per capita for 20 Latin American Republics and Selected Latin American Countries, 1961;" "Growth Rates in Latin America 1950-58, 1958, 1959, 1960;" "Population Growth in Selected Latin American Countries" and others from the appendix to the report by the Jt. Ec. Committee.

Joint Economic Committee of the States, Economic Policies and Programs in South America.

31. Have each student(or perhaps only some students) write an account similar to the one from Heilbroner's "Tableau of Underdevelopment." The student should use the setting of the country he has chosen for his written project.

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S. Generalizes from data.

G. In all societies prople have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them. People generally would like to see their economic system provide economic growth and so higher levels of living.

B. Throughout the world there is a tide of "rising expecta tions," with the poor nations becoming more aware of their poverty and its contrast with rich lands and becoming more determined to raise levels of living. Revolutionary ideas are more likely to spread among the poor who see possiblities of an improved life than among those who know of no other way of life.

S. Generalizes from data.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

S. Generalizes from data.

G. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them. People generally would like to see their economic system provide economic growth and so higher levels of living.

S. Identifies value-conflicts.

S. Empathizes with others and tries to see things through their eyes whether he accepts their viewpoint or sympathizes with them or not.

32. Have pupils read "Common Ways of Life" in a village in Ecuador and "New Mood in Guatemala." Ask: What things do these two villages have in common? What changes are taking place? What effects are these changes likely to have upon the desires of the people in the village? Why?

Stavrianos, ed., Readings in World History, pp. 860-64; 475-80.

33. Project or give pupils a copy of the Preamble of the Charter of Punta Del Este. Have the class analyze it. What goals and aspirations seem most apparent?

Reprinted in Peterson, Latin Americ p. 105 & in Schmitt & Burke, Evolution or Chaos, appendix B.

34. Read aloud selections of the "Song of Brazil" in Hanke and the quotation from Inman in Madden's book. Ask: What do you notice about these Latin American writers?

Hanke, ed., South America.
Madden, Latin America, p. 28.

35. Have students analyze the letter of the Federation of Students of Chile to President Eisenhower and his reply. Ask: What does the students' letter indicate about their goals? What value-conflicts does the U.S. face in dealing with underdeveloped countries?

Stavrianos, ed., Readings in World History, pp. 448-453.

G. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them. People generally would like to see their economic system provide economic growth and so higher levels of living.

G. Culture traits spread through a process of diffusion.

G. Frustration may lead to aggression.

S. Empathizes with others and tries to see things through their eyes whether he accepts their viewpoint or sympathizes with them or not.

S. Generalizes from data.

G. Frustrations may lead to aggression.

S. Applies previously-learned concepts and generalizations to new data.

G. Nationalism usually makes people prepared to divert resources and effort into channels in which they will make a maximum contribution to national power.

C. The recent tide of nationalism in underdeveloped countries has created new nations, each desiring economic as well as political independence and each tending to react negatively to former colonial powers and other countries associated with capitalism and imperialism.

36. Have pupils read different selections on the revolution of rising expectations. Discuss: Why are people in underdeveloped lands more aware today of their relative poverty? What effect has this awareness had upon them? What is likely to happen if their living levels do not rise to meet their expectations? What are the implications of this revolution in expectations for the U.S?

    Theobald, The Rich and The Poor, pp. 29-37.
    Stavrianos, Readings in World History, pp. 889-891.
    Ward, The Rich Nations and The Poor Nations, chs. 1-2.

    Or show the film: The Revolution in Human Expectations. Discuss the same kinds of questions as suggested in the above paragraph.

    Film: The Revolution in Human Expectations, 3 reels, Ind, U.

37. Tell the class that Lerner, a sociologist, says that we should probably describe what is happening in underdeveloped countries as a "revolution of rising frustrations" rather than a "revolution of rising expectations." Discuss: Why do you think he suggests this new phrase? Do you agree with his analysis? Why or why not?

38. Ask students to define nationalism. They should be able to do so from their study of the eleventh grade course. Have them bring to class concrete examples of the ways in which nationalism is affecting underdeveloped areas. Discuss these examples and the problems they raise for the U.S. and for the underdeveloped countries. Also discuss: Why do leaders of these countries try to appeal to nationalistic feelings?

    See for example Silvert, Expectant Peoples.

S. Applies previously-learned concepts and generalizations to new data.

G. Frustrations may lead to aggression.

S. Empathizes with others and tries to see things through their eyes whether he accepts their viewpoint or sympathizes with them or not.

A. VALUES HUMAN DIGNITY.

A. EVALUATES PROPOSALS AND CONDITIONS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

S. Identifies and examines assumptions to decide whether he can accept them.

S. Generalizes from data.

S. Empathizes with others and tries to see things through their eyes whether he accepts their viewpoint or sympathizes with them or not.

39. Ask students to define imperialism. Again this should be review from the eleventh grade course. Then have them bring in specific examples of imperialism as related to the country they are studying.

40. Show the film: Brazil: The Rude Awakening. Discuss the dangers of conditions shown.

Film: Brazil: The R
54 minutes, CBS televi
distributed by McGraw-

41. Quote Gill on the estimated length of time needed to bring Latin American levels of living up to one-third of those of the U.S. Discuss: What assumptions are made in these estimates? Do you think they are justified? (Check against current growth figures.) Ask: If these estimates are correct, what do they mean about the economic differences among nations in the future? About the length of time that it will take to raise living levels in underdeveloped countries to anything like what we consider adequate?

Gill, Economic Develo

Now compare Gill's estimate with Heilbroner's statement on the amount of increase in income per capita per year at the present rate of growth in underdeveloped countries. Ask: Do these figures tend to support the estimates on Latin America? What problems may arise in international affairs because of this slow rate of increasing living levels of the masses of the people?

Heilbroner, Great Asce
120.

to define imperialism. Again this should be
he eleventh grade course. Then have them bring
xamples of imperialism as related to the country
lying.

m: Brazil: The Rude Awakening. Discuss the
nditions shown.

Film: Brazil: The Rude Awakening, 54 minutes, CBS television production distributed by McGraw-Hill.

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n levels of living up to one-third of those of
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o you think they are justified? (Check against
h figures.) Ask: If these estimates are
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in the future? About the length of time that
to raise living levels in underdeveloped
anything like what we consider adequate?

Gill, Economic Development, p. 90.

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rease in income per capita per year at the present
h in underdeveloped countries. Ask: Do these figures
rt the estimates on Latin America? What problems may
rnational affairs because of this slow rate of increas-
vels of the masses of the people?

Heilbroner, Great Ascent, pp. 90, 118-120.

S. Attacks problems in a rational manner. (Defines problems by isolating basic issues, defining terms, and identifying assumptions and value conflicts; sets up hypotheses and/or alternative courses of action; deduces possible consequesces or if-then statements from hypotheses; sets up experiment or figures out some other appropriate technique for testing hypotheses.)

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

III. Several theories have been advanced to explain the causes of differences in economic development. Although there are a number of causes which are applicable to more than one country, each country has its own particular combination of causes affecting its lack of economic development. More than one cause can be identified in all countries.

S. Sets up hypotheses.

S. Clarifies and refines hypotheses and then deduces possible consequences (if-then statements).

S. Draws inferences by comparing different map patterns of same area.

A. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL EVIDANCE.

42. Have the class define the basic problem and values involved and decide what needs to be done next before deciding what can be done about the problem.

43. Quote Villegras's comments on causes of poverty in Latin America: "Why is there so much wretchedness, so much poverty in this fabulous land ? Ah, says one -- it is the priest's fault; another blames it on the military; still others on the Indian; on the foreigner; on democracy; on dictatorship; on bookishness; on ignorance; or finally on divine punishment."

    Discuss: Do you think any of these reasons are possible factors? Why or why not? Have pupils set up hypotheses about what they think are the causes of the underdevelopment. Make a list to be used as students continue the unit. Let pupils develop a series of if-then statements which can be used in collecting data to test these hypotheses.

44. Have each student use an atlas to examine maps of population density, minerals, forests, soils, rainfall, railroads, and other resources for his country. Then have the pupil generalize about possible reasons for the level of living in that country. Remind students to state only tentative hypotheses and to be alert for additional evidence as they study further. Atlas

S. Sets up hypotheses.

S. Clarifies and refines hypotheses and then deduces possible consequences (if-then statements).

S. Sets up hypotheses.

S. Clarifies and refines hypotheses and deduces possible consequences (if-then statements).

S. Sets up appropriate techniques for testing hypotheses.

S. Sets up appropriate techniques for testing hypotheses.

S. Interprets tables.

S. Draws inferences by comparing different map patterns of the same area.

S. Tests hypotheses against data.

A. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL EVIDENCE.

A. Some people have tried to single out one geographic factor such as lack of resources, temperature, lack of rainfall, etc. Although each of these may be a factor in some places, countries have been found which disprove the general applicability of the theories to all underdeveloped countries. Nevertheless, geographic factors may be important. A nation's stock of natural resources is an important element in its capacity for economic development.

B. Others have maintained that racial (genetic) differences account for differences in economic development. Scientific evidence would indicate that this hypothesis is false.

C. Historical developments and culture are probably more important than other factors in explaining differences in economic development.

1. Some people point to high population densities as a cause of underdevelopment. However, some countries with small population densities are underdeveloped and some with high population densities are highly developed. Whether or not a country is overpopulated depends upon the relationship of population density to level of development. However, a very high population density in an underdeveloped country makes it difficult to raise living levels.

Have students list some of their hypotheses on the chalk board. Ask: Do you see any agreement among those which students have listed for different countries? Can we set up some general hypotheses which might cover underdeveloped countries as a whole? Have pupils prepare a series of if-then statements which might be used to gather data to test these hypotheses.

If pupils do not mention some of the other geographical deterministic hypotheses, mention them yourself, without comment. Ask: Do you think this might be the cause of poverty? How could you test the hypotheses? Assign the job of testing these geographical hypotheses to a student for a later report (see activity 48).

See list of geographical deterministic hypotheses in Heilbroner, Great Ascent, p. 30-37.

If no one suggests race as a possible cause, read aloud quotations which cite such a cause briefly. Ask: What kinds of evidence might be collected to prove or disprove such an hypothesis? Assign a student or several students to check data and report back to the class later. (see activity 50).

45. Pupils may suggest high population densities as a cause, since they have just been studying some of the problems related to such densities. Try to lead a pupil into making a specific statement that high population densities cause underdevelopment. Now project tables or maps once again. Ask: Does this data support or contradict the hypothesis? Why does a rapidly-growing population create problems for the underdeveloped country? Point out that it is important to identify some of the causes for sharp increases in growth of population.

S. Draws inferences from tables.

S. Sets up hypotheses.

S. Applies previously-learned concepts and generalizations to new data.

G. At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

G. All cultures have some aspects where change is valued and others where it is not valued.

G. Change in society is likely to occur more frequently in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

G. Some values are conducive to change; some make planned change difficult.

G. Traditional societies, which look to tradition for guidance and do not welcome technological change, have a very slow rate of economic growth.

G. Where people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social conditions is possible."

G. Certain aspects of the social structure may inhibit marked social change and innovation.

46. Have pupils examine tables and graphs showing what has happened to death rates and to birth rates in a number of underdeveloped countries. Ask: What has caused the sharp rise in population growth? How can you account for the sharp drop in death rates? Assign the job of checking on these hypotheses to some students for a later report.

For graphs, see Bhagwati, Economics of Underdeveloped Countries, p. 92.

47. Quote Heilbroner to the effect that, "Economic development is not primarily an economic but a political and social process." Ask: What do you think Heilbroner means? What possible political and social factors might be important in bringing about economic growth or hindering economic growth in these countries? Ask: What suggestions occur to you about possible causes of underdevelopment if you consider factors affecting the level of output of a country at a given time? What did you learn last year from your study of the U.S.S.R., China, and India which might give you leads as to social, economic, and political factors which hamper economic development?

Heilbroner, Great Ascent, 16.

Assign several students to do some reading to find out whether these factors are important in other countries. They should report to class later. (See activities below.)

S. Tests hypotheses against data.

G. Man uses his physical environment in terms of his cultural values, perceptions, and levels of technology.

G. The ability of a country to produce is limited in part by available natural resources; however, a country may be able to acquire resources from other countries by selling goods and services which it can not produce.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.

S. Tests hypotheses against data.

S. Identifies value conflicts.

G. Economic output is affected by the quality of labor or labor skills (and health) as well as by the quantity of labor.

G. A high death rate among children and young adults places an economic burden upon a society which must support children who do not grow up to become productive members of the society or who do not remain productive members for more than a few years.

S. Tests hypotheses against data.

G. Human beings are members of the same species; they are far more alike physically than they are different.

48. Now have the pupil who has been checking on geographical hypotheses give a report on his findings. Then discuss: Can any one of these hypotheses explain underdevelopment? Might these factors be important in explaining some of the difficulties which some countries now have in increasing their rate of economic growth? (Evaluate report in terms of whether or not pupil tried to look for evidence to disprove as well as to prove hypotheses.)

Gill, Economic Development,
Heilbroner, Great Ascent, p
Galbraith, Economic Develop
pp. 15-16. Scientific Ameri
Technology and Economic Dev
pp. 53-94.
Geography textbooks.
Hagan, On The Theory of So
pp. 17, 25.
Ammer, Readings and Cases
pp. 309-310.

49. Now have pupils present a report on "Causes of the Increasing Population Growth in Underdeveloped Countries." Afterwards discuss: Since western medical technology has helped bring about this sharp decline in death rates without an accompanying sharp decline in birth rates, should the U.N. and other countries stop offering technical help in medical fields until after these countries have increased economic output rather drastically? (At this point be sure to discuss the relationship between health of adults and their potential output. Also discuss the drain upon a country of early deaths of workers in productive years.)

Scientific American, Techn
Economic Development, pp.
Heilbroner, Great Ascent,
Gill, Economic Development
Ward, Rich Nations and Poo
p. 42.

50. Have the student who has been checking on race theories of underdevelopment report to the class on scientific findings related to (a) abilities among different races, and (b) economic development in countries of different races.

For example, see Stavrianos
Readings in World History,
Rose and Rose, Minority Pro
325-340. Hagen, On the Theo
Change, p. 17.

pupil who has been checking on geographical ive a report on his findings. Then discuss: of these hypotheses explain underdevelopment? factors be important in explaining some of the which some countries now have in increasing f economic growth? (Evaluate report in terms of ot pupil tried to look for evidence to disprove o prove hypotheses.)	Gill, Economic Development, pp. 8-10. Heilbroner, Great Ascent, pp. 30-37. Galbraith, Economic Development, pp. 15-16. Scientific American, Technology and Economic Development, pp. 53-94. Geography textbooks. Hagan, On The Theory of Social Change, pp. 17, 25. Ammer, Readings and Cases in Economics, pp. 309-310.
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dent who has been checking on race theories of ment report to the class on scientific findings a) abilities among different races, and (b) elopment in countries of different races.	For example, see Stavrianos, ed. Readings in World History, pp. 871-877. Rose and Rose, Minority Problems, pp. 325-340. Hagen, On the Theory of Social Change, p. 17.

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S. Sets up hypotheses.

S. Use scatter diagrams to test hypotheses.

2. Cultural factors which cause underdevelopment throw light on factors which cause economic growth, and vice versa.

a. Some people blame low productivity to lack of technological skill, investment and accumulation of capital goods.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION.
G. Capital formation through savings is a major means of increasing an economy's total output over time, because it increases productive capacity.
G. Investment in technological research and development may lead to higher levels of technology and so to greater productivity because of more or better quality capital goods.
G. Savings (or forgoing present consumption) are required for investment or capital formation.
S. Generalize from data.
G. Output can be increased by technological progress in the development of tools and machines and power.

51. Perhaps show the class Bhagwati's graph on the percentages of the labor force in different countries which are engaged in manufacturing, mining and construction and the percentages engaged in commerce, trade, transport, etc. Have pupils set up hypotheses about possible relationships between the use of the labor force and per capita incomes. Then have them plot scatter diagrams on each of these percentages as related to per capita income. Ask: Do these diagrams support or contradict your hypotheses?

Bhagwati, Economics of Underdeveloped Countries, pp. 48-49.

52. Read aloud Gill's quotations which contrast agricultural techniques in an underdeveloped country and a developed country. Discuss: Why does the New Zealand farmer have a much higher output per farmer?

Gill, Economic Development, p. 12.

53. Draw upon what students have been reading on their selected countries to discuss the questions: How do underdeveloped countries differ from developed countries such as the U.S. in the amount of capital which they have in rural areas and in industry? How do they differ in the extent of technological development? Why are these differences important?

Possibly have one student make a chart to illustrate differences in farm output and another might make a chart to illustrate differences in factory output under different levels of technology and capital.

S. Tests hypotheses against data.

G. Capital formation through saving is a major means of increasing an economy's total output over time, because it increases productive capacity.

G. Economic output is affected by the quality of labor or labor skills (and) health) as well as by the quantity of labor.

S. Interprets tables and charts.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

G. Savings (or forgoing present consumption) are required for investment or capital formation.

G. The larger the productive capacity in relationship to the population, the less the hardship involved to consumers in making the savings (and investment) needed to achieve a given growth rate.

1) Some argue that there is a vicious cycle of poverty which prevents savings and so capital investment which in turn prevents a rise in levels of living.

2) Some argue that the family structure of some societies contributesto the lack of capital accumulation. Societies in which kinship roles prescribe the wealth must be shared with an extended kinship group usually have difficulty in accepting many aspects of a market economy system in which responsibilities are implicitly assumed to be individual or restricted to a very small group; there is relatively little incentive to amass wealth, as it must usually be given away almost immediately to relatives, and thus there is no opportunity to amass capital to enter the system except as a consumer or worker.

54. Tell the class about the proposal that the best way to bring about economic development to begin with is just to supply farmers with more capital of the kinds they know. Ask: Why might this be useful?

    Now have a pupil report on Schultz's analysis of why this would not be very successful. At the end of the report, Discuss: What is really needed to raise agricultural productivity per farmer in underdeveloped areas?

    Schultz, Transforming Traditional Agriculture, ch. 6.

55. Review the idea of a "vicious cycle" which pupils examined last year in connection with their study of India. (Perhaps project one of the charts showing this cycle from one of the pamphlets in the Area Studies of Economic Development Series.) Discuss: Do you think there is any truth to this idea of a vicious cycle as a cause of underdevelopment? If it is true, how did any country ever begin its economic growth in order to become a developed country?

    Project a table showing inequalities of income in one of the underdeveloped countries. Discuss: Do you see any possibilities for saving and investment in this country? Among which group of people, if at all? Show a table on proportion of total income earned by the top group. Ask: What proportion of the national income could be invested if this group saved and invested an average of 10 per cent of their income? 16 per cent of their income? How close would this come to the percent of investment which Barbara Ward says is necessary to get economic growth in currently underdeveloped countries? (She gives a figure of 12 to 15 per cent.) Why don't these people invest more of their money?

    After pupils have discussed this question briefly, quote several authors about reasons for the lack of investment. Then ask: Even if this vicious cycle does not really prevent economic growth, why may it still make it harder to get growth than in a more developed country?

    See attack on argrument in Hagen, On The Theory of Economic Change, pp. 37-39.
    Adams, Social Changes in Latin America Today, pp. 324-25.
    Ward, Rich Nations and the Poor Nations, pp. 91-92.
    Heilbroner, Great Ascent, p. 52.

S. Generalize from data.

G. Economic output is affected by the quality of labor or labor skills as well as by the quantity of labor.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

b. Some people blame the low level of education, literacy and technological training. The employment and quality of human resources is a crucial variable in any economic development process.

S. Generalizes from data.

S. Draws inferences from maps.

S. Sets up hypotheses.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Identifies and examines assumptions to decide whether he can accept them.

56. Ask: How could some kinds of family structures slow down capital accumulation? (Have pupils use what they learned last year and examples from current readings on different countries to discuss this question.)

57. Use Schultz's hypothetical situation in which all American farmers are suddenly replaced by city people who have use of the same farming land and capital. Ask: What would happen? Would economic output be the same? Why or why not?

    Now use Schultz's other hypothetical situation of India. Say: Suppose the Indian farmers were suddenly to get all of the equipment and natural resources which farmers have in this country. Would their output be as great as that in this country? Why or why not? Why is technical training and education of farmers really a form of investment?

    Schultz, Transforming Tra Agriculture, p. 177.

58. Put on the chalkboard some figures on literacy and education in a number of underdeveloped countries. Perhaps project the map in Bhagwati. Discuss: What seems to be true about the level of educaton and literacy in underdeveloped countries? Do you think that this lack of education is important for countries trying to achieve economic growth? Why or why not?

    Urquidi, Challenge of Deve in Latin America, p. 78.
    Szulc, Winds of Revolutio
    Adams, et.al., Social Chan Latin America Today, pp. 2
    Bhagwati, The Economics of developed Countries, pp. 3

59. Quote Schonfield's statement which suggests that the lack of education is not the chief bottleneck in economic development. Be sure to read aloud the entire paragraph. Then have pupils analyze the argrument. Ask: What factor is Schonfield forgetting which might make the English and current development problems different?

    Schonfield, Attack on Worl Poverty, p. 4.

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Urquidi, Challenge of Development in Latin America, p. 78.
Szulc, Winds of Revolution, pp. 64-66.
Adams, et.al., Social Changes in Latin America Today, pp. 201, 331.
Bhagwati, The Economics of Underdeveloped Countries, pp. 32-33(map).

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Schonfield, Attack on World Poverty, p. 4.

S. Tests hypotheses against data.

S. Applies previously-learned concepts and generalizations to new data.

G. The organizational structure of the total economy or of any large sector of it (such as agriculture or mining) affects efficiency or production output just as does the organizational structure within a single firm.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Applies previously-learned concepts and generalizations to new data.

c. Some people blame the pattern on land ownership

60. Cite U.S. figures on studies done to find out if the educational level is important in economic productivity. Discuss: Do you think the same conclusions might be drawn about underdeveloped countries? Why or why not? Now cite figures in a Venezuelan study?

Schultz, Transforming Traditional Agriculture, pp. 204-205.

61. Discuss: What difficulties might arise in trying to improve farmers' productivity when farms are too small and strips are scattered? (Review what pupils learned last year in study of India, but apply to other areas.) Ask: Would the solution be to place all of these farms into huge farms which could make more efficient use of farm machinery? Why or why not? (Have the class set up hypotheses about probable results from such a course of action.)

62. Discuss the problem of absentee farm owners of large farms. Ask: Would you expect such farms to be efficiently run or not? Cite figures as a check on ideas. Then discuss: How does Soviet agricultural organizations resemble absentee landlordship? (Review what students learned last year.) What problems arose from such central planning?

Schultz, Transforming Traditional Agriculture, pp. 118-122.

S. Interprets tables.

G. In all societies people have certain economic goals and may use their governments to help achieve these goals. Although some goals are very much alike, different societies place differing emphases upon them.

G. People differ in the degree to which they desire economic justice or a reduction in inequalities of economic opportunity or income.

G. Economic goals may not be compatible. (Some programs to increase economic justice may interfere with economic growth and rising levels of living.)

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

S. Identifies value-conflicts.

A. IS SCEPTICAL OF PANACEAS.

S. Applies previously-learned concpets and generalizations to new data.

G. Certain aspects of the social structure may inhibit marked social change and innovation.

d. Some people blame the stratification system as a cause of underdevelopment. Class structure may inhibit social change because upper class members will fear loss of rights and may not accept ideas of people of lower classes. It may also inhibit change because of the great inequalities of income which develop as a result of differential control of the wealth.

63. Place on the chalkboard figures for the relative distribution of land in some of the South American countries which have a few huge landowners. Ask: What questions have been raised about such a distribution? Does it slow down economic development? Why or why not? Would it help to divide land into small plots which would be worked by small farmers? Why or why not?

Heilbroner, [illegible] Ascent, p.
Urquidi, Challenge of Develop
in Latin America, p. 84.
Szulc, Winds of Revolution,
Hirschman, Latin American Is
p. 165.

Compare the results of the land policy of the U.S.S.R. and the fragmentation policy of Mexico. Ask: Why did production decline at first in both places?

Discuss: On the basis of what you have now found, do you think there may be any truth in claims about the the pattern of land ownership as a cause of underdevelopment? Why or why not? Do you think the solution is a simple one? Why or why not?

64. Review the meaning of stratification and class. Discuss: Have you found examples of stratification and an elite class in the materials you have read about your country? How does the stratification system relate to what you have just learned about land holding? Do you think that there might be any other reason why the particular class system in some of these countries might hamper economic growth? (Ask pupils to draw upon what they learned last year and in their readings thus far.)

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Heilbroner, Great Ascent, p.41
Urquidi, Challenge of Development in Latin America, p. 84.
Szulc, Winds of Revolution, pp. 54-55.
Hirschman, Latin American Issues, p. 165.

G. Economic growth in a private enterprise system is dependent upon demand as well as upon availability of capital.

G. Savings(or forgoing present consumption) are required for investment or capital formation.

S. Generalizes from data.

G. Taking the policy-making process as a whole, the general strategic advantage always lies with the status quo whose supporters have status, acceptability, access to political power, and financial advantages.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society. Control of one or a few scarce valued things may enable the group to get control of other scarce and valued things and thus pyramid their power.

S. Applies previously-learned concepts and generalizations to new data.

G. Mass production needs a mass market with mass consumers as well as standardization of products and parts and a high proportion of capital goods.

G. Mass production with its greater specialization and substitution of capital goods for labor permits reduction in costs.

e. Some people have blamed the small size of markets for the lack of capital investment.

65. Quote Urquidi to the effect that: "uneven income is not just a social problem but also an economic one, because it holds back development." Discuss: Why do you think this Latin American economist makes such a statement? Do you agree with him? Why or why not? Remind pupils of the need for savings. Ask: Do you want to change your minds at all about Urquidi's statement?

66. Now quote several authors on the problems(including political problems) created by the type of stratification and status system in some of the underdeveloped countries. Ask: Do these statements agree or disagree with your ideas? If they disagree, have your pupils changed their minds? (Be sure to discuss the relationship of class to political power and attempts to change the status quo.)

Galbraith, Economic Development, pp. 16-17.
Heilbroner, Great Ascent, pp. 48-49, 51, 52.
Urquidi, Challenge of Development in Latin America, p. 92.
Hagen, On The Theory of Social Change, pp. 76-77.

67. Tell the class that some economists blame underdevelopment in part upon the relatively small markets for goods. Discuss: Why might small markets affect economic growth? Why would Latin American countries find it harder to develop large-scale industries than the U.S.? What would happen in this country if we began to set up high tariffs or other trade barriers between states? Are there any advantages to mass production and large-scale industry? Why? What is needed besides markets? Why is it difficult to get these things without big markets?

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTUTIDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS. VALUES INDEPENDENT THOUGHT.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

A. IS SCEPTICAL OF SINGLE FACTOR THEORIES OF CAUSATION IN THE SOCIAL SCIENCES.

S. Interprets graphs.

G. Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.

G. The elasticity of the demand for goods varies. For some essential goods (such as food) demand does not differ much regardless of the price.

S. Uses a scatter diagram to test hypotheses.

f. Some people blame past colonial control which exploited resources and developed one-sided economies.

Now quote Hagen's criticism of the market argument..
Discuss: Do you agree or disagree with Hagen?

Hagen, On the Theory of Social Change, pp. 17-18, 42-44.

58. Project the graph in Murden showing "Dependence on Single Exports" in Latin America. Now have pupils compare this chart with a table showing per capita output in these same countries. Ask: Is there any relationship between the degree of dependence on single exports and per capita output? What might account for the fact that Venezula has a relatively high per capita income but El Salvador, Columbia, Guatamala, Brazil, Haiti, Bolivia, Honduras, and Chile do not? (Note differences in the type of exports and discuss the inelasticity of demand for food and its relationship to supply and prices.) Ask: Which of these countries just listed has the highest level of living? What does it export? Why does Cuba have a higher level than the other countries which export agricultural products?

Murden, Underdeveloped Lands, p. 7.
Gill, Economic Development, p. 82, 8

Perhaps have students examine Bhagwati's chart on the percentage of foreign exchange earnings from three principal export commodities for different countries. Ask: Do you notice any countries with relatively high per capita incomes which are highly dependent upon three exports? Do you notice any with low per capita incomes which are not very dependent upon three exports? Now show the class the scatter diagram comparing GNP per capita and the proportion of export earnings coming from the three principal export commodities. Ask: What does this diagram indicate about any relationship between GNP per capita and a high dependency upon three exports? Which makes the lack of correlation clearer, graphs or this scatter diagram? Why?

Bhagwati, Economics of Underdeveloped Countries, pp. 56-57 (graph) p. 60, (scattergram)

S. Uses a scatter diagram to test hypotheses.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.

S. Generalizes from data.

69. Place on the chalkboard some figures on what has happened to prices (during the 1950's) of some of the resources upon which these countries are dependent for exports. Point out that sugar prices on the world market rose 50% in 1957. Discuss: Why is the year used for a table of dependency upon one crop so important? Why do you think Cuba ranked so high in per capita output in 1957? Why would these changes in prices be particularly important to countries which are heavily dependent upon just one or two exports.

Urquidi, Challenge of Development in Latin America, p. 61.

Show pupils a scatter diagram relating GNP per capita and the index of instability in export earnings. Ask: Does this diagram indicate a causal relationship between the two factors? Why or why not? Since heavy dependency upon one or just several exports does not have a high correlation with per capita income or per capita output, do you think that those who argue that dependence upon exports causes underdevelopment are wrong?

Bhagwati, Economics of Underdeveloped Countries, p. 63.

Quote Heilbroner on the problem, Again discuss the problem faced by those greatly dependent upon one product.

Heilbroner, Great Ascent, pp. 104-10

70. Also say: You have been studying a number of individual underdeveloped countries. What have you learned about why these countries became so dependent upon one or just several export commodities? (Relate to policies of past colonial powers.) How would the people in these underdeveloped countries feel about colonialism? Why?

G. The institutions of a society are interrelated.

G. Family structures may inhibit social change.

S. Tests hypotheses against data.

g. Some people blame political system... there is much corruption, nepotism ... efficiency on the part of government

1) Such problems are at times related ... social or family structure. Societies ... which kinship roles prescribe that ... bilities for well-being extend to a ... of relatives and that these respons... take precedence over others have ... in adopting bureaucratic systems ... individualistic role behavior. The problems of nepotism, graft, ... of job responsibility to attend ... bilities such as family weddings ... visiting the sick, etc.

2) Corruption and inefficiency was... funds needed for capital accumulat...

G. Some values are conducive to change; some make planned change difficult.

G. Traditional societies, which look to tradition for guidance and do not welcome technological change, have a very slow rate of economic growth.

h. Some people blame values and attitudes ... hinder change.

1) Some cultures value "novelty and change ... their own sake." Such cultures are much more likely to change in many areas than are those of people who reject novelty and change or view them with suspicion.

Now have a pupil summarize in chart form other ways in which colonialism affected the economics of the former colonies. He should explain the chart to the class. Relate to what pupils learned last year about India.

Dean and Harootunian, eds., West and Non-West, pp. 145-152.

Ward, The Rich Nations and the Poor Nations, pp. 53-56.

71. Quote several authors on the effects of nepotism and government corruption and inefficiency on economic growth. Discuss: How do these conditions relate to other aspects of the social system? (e.g. family system) How important do you think they are as a cause of underdevelopment? Did the U.S. get any economic growth during times of corruption or prior to our civil service system? Might this factor hinder growth even though it may not prevent it?

Heilbroner, Great Ascent, pp. 49-50
Hirschman, Studies of Ec. Policy-Making in Latin America, pp. 44-45, 83, 42, 43.
Pentomy, ed., Underdeveloped Lands, pp. 103-105.
Hambidge, Dynamics of Development, p. 18.

72. Have a group of students study accounts of cultural problems faced in introducing technological changes, values which hinder change, errors made in trying to introduce technological change, and suggestions of anthropologists for inducing changes which they desire to make. Have this group present two panels during the course of this unit. The first one should be given at this time and should focus upon "Attitudes and Values Which Hinder Technological Change." After the panel has finished, ask the class if they found any examples similar to these in their study of separate countries.

Meade, ed., Cultural Patterns and Technical Change.
Foster, Traditional Cultures.
Spicer, Human Problems in Tech. Change.
Ward, Rich Nations and the Poor Nations, pp. 47-49, 43-45.
Hambidge, Dynamics of Develop., ch. 31.

G. All cultures have some aspects where change is valued and others where it is not valued.

G. Change in society is likely to occur more frequently in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

G. Some values are conducive to change; some make planned change difficult.

G. Traditional societies, which look to tradition for guidance and do not welcome technological change, have a very slow rate of economic growth.

G. Where people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social conditions is possible."

S. Empathizes with others and tries to see things through their eyes, whether he accepts their viewpoints or sympathizes with them or not.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

2) All cultures tend to have some aspects where change is valued and others where it is not valued.

3) Some societies are suspicious of those with new ideas; such societies tend to change much more slowly than those in which new ideas are welcome.

4) Where people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social conditions is possible."

5) Change in society is likely to occur more frequently in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

6) The more a social change threatens or appears to threaten the traditional values of the society, the greater the resistance to that change and the greater its attendant cost in social and personal disorganization.

7) Social changes, however large, that are desired by the people involved can be assimilated with little disruption in the course of revitalization movements. Changes that are not desired, even quite small ones, can be put into effect only at considerable social and personal cost.

73. Ask: How do Americans compare with people in these underdeveloped countries in their attitudes toward change? Now have several pupils role-play a situation in which a foreign expert arrives in Minnesota or some other state and tries to introduce cultural changes to solve problems he sees. (e.g. He might suggest a change in the family system or a government take-over of all farms and businesses in the community or the abolition of: autos to reduce accidents, or perhaps the American habit of kissing as a great health hazard, or coeducational schools because they may lead to early marriages and so too high a birth rate, etc. Discuss: Do Americans favor change in all aspects of life? In what aspects do they expect and favor change? How does the attitude toward nature differ here and in underdeveloped countries? Do we get more rapid changes in other kinds of values than do the people of underdeveloped countries? Why or why not?

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

G. The emotional tone which parents follow in raising children affects personality characteristics of children.

1. One economist argues that rapid economic growth will not arise until the social structure changes enough to make one group lose its former prestige. Then, he argues, the way in which parents of this class treat babies and children will eventually result in a change in personality style among a number of this class from the older authoritarian personality to the innovative personality.

S. Generalizes from data.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

A. BELIEVES THAT THE SOCIAL SCIENCES CAN CONTRIBUTE TO MEN'S WELFARE BY PROVIDING INFORMATION AND EXPLANATORY GENERALIZATIONS WHICH HELP THEM ACHIEVE THEIR GOALS.

D. Undoubtedly, causes of underdevelopment are mixed and differ somewhat from one country to another. Thus any attempt to bring about economic growth in a particular country will be more effective if it is based upon a previous study of the particular causes of underdevelopment in that country.

S. Notes durations of periods or events.

A. IS PATIENT WITH ATTEMPTED REFORMS; LOOKS AT CURRENT SITUATIONS FROM THE PERSPECTIVE OF THE TIME NEEDED FOR CHANGES IN THE PAST.

4. The teacher might point out that many disagree about what finally stimulates change. He might present a brief summary of Hagen's argument about the need for change in personality from authoritarian to innovative among a number of individuals before great economic growth will come about. Describe the factors which Hagen thinks causes such a change in personality. Ask pupils to look for such factors as they study their countries. Ask: Do you think all social scientists would agree with Hagen? Why or why not?

Hagen, On the Theory of Social Change.

5. Have a summarizing discussion on causes of underdevelopment. Ask: Can we isolate any one single cause? Might one cause be more important than another in a particular country? Quote Galbraith on the mixture of causes differing in different countries. Ask: Why might it be important to identify the specific mixture for a particular country before trying to decide what action to take? Set up hypothetical examples in which different causes might require different solutions.

Discuss: Of what value are the social sciences in trying to solve the problems of underdevelopment? Or are the natural sciences the only fields of value here?

Galbraith, Ec. Development, pp. 19-20

. Discuss: Should it be easier or more idfficult for underdeveloped countries today to achieve economic growth than it was for countries of western Europe in the 18th and 19th centuries and for the U.S? What advantages if any do the underdeveloped countries of today have? (e.g. Possibilities of diffusion of technology.) What disadvantages do they have? (e.g. Population pressures.) How long did it take the Western European countries to industrialize?

For a discussion of these questions see Gill, Ec. Development, pp. 85-88.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

S. Considers alternative courses of action.

S. Sets up hypotheses about possible consequences of alternative courses of action.

IV. Many courses of action have been proposed and tried for increasing economic growth and raising living levels in underdeveloped countries. Some programs and countries have been more successful than others for a number of reasons.

A. IS SCEPTICAL OF PANACEAS.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE.

G. Some values are conducive to change; some make change difficult.

A. Some people argue that countries must try to reduce the birth rate. A number of underdeveloped countries have begun to or have announced such programs. So far no overall program has had much success, but intensive programs in small regions have shown considerable success.

7. Discuss: On the basis of what you have learned about the causes of underdevelopment, what alternative courses of action do you think might be taken by the underdeveloped countries, by the U.S., and by the U.N. agencies to try to promote economic growth in these areas? Have students make three lists of possible courses of action: one for the U.S., one for the U.N., and one for the underdeveloped countries themselves. After each alternative, they should set up hypotheses about possible consequences of such action. Then they should check such hypotheses as they study their own country and the rest of the unit.

8. Give pupils time in class to work on individual and group reports on this section of the unit or to read generally on proposals for raising output and levels of living.

See bibliography. For general short overviews, see Heilbroner, Great Ascent, ch. 6; Murden, Underdeveloped Lands, pp. 15-17. Calderwood, Int'l. Economic Problems pp. 45-53.

9. Hold a general class discussion on the question: What might be done to try to reduce the rate of population growth in underdeveloped countries? What is the traditional pattern of change once a country is on the road to industrialization and living levels are improved? What might be done earlier to try to reduce the birth rate? Review the kinds of programs tried in India and in China. What kinds of problems face governments in trying to carry out such programs?

(Review from grade eleven, Unit on China.)

S. Rejects assumption of cause-effect relationship in correlations; looks for another factor which may affect both parts of correlation.

G. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.

G. Savings (or forgoing present consumption) are required for investment or capital growth.

G. Output can be increased by technological progress in the development of tools and machines and power.

G. Government policies can promote or hinder economic growth.

G. Taxation policies affect the distribution of income and therefore consumer expenditures and investment.

S. Considers possible consequences of alternative courses of action.

A. IS SCEPTICAL OF PANACEAS.

S. Identifies value-conflicts.

B. Underdeveloped countries must somehow acquire more capital goods and achieve technological changes.

1. Most economists feel that underdeveloped countries must accumulate at least some capital goods through savings among their own people.

Even if the birth rate is reduced enough to cut the population growth rate by 50%, would this solve the problem of underdevelopment? Project charts to show what has happened in countries such as India and Ceylon and to places such as Singapore where strong attempts have been made to reduce the birth rate. Ask: How successful have these programs been so far? Now quote figures for the results of intensive programs in specific small regions. Ask: How successful have these been? What implications do the results of such studies have for the possibilities of reducing population growth?

Hauser, Population Dilemma, p. 19 (Table on birth rates) and 13 (result on intensive programs in rural areas).

80. Quote Fredrickson on the possible cause of a drop in Ceylon's birth rate. Discuss: Do you think this correlation shows a cause-effect condition as he suggests? What else might be a factor in causing the condition? Then quote Fredrickson's own limitation on his hypothesis (p. 273).

In Hambridge, ed., Dynamics of Development, pp. 272-73.

81. Have several pupils role play a discussion between a government leader of an underdeveloped country and several economic advisors on what actions the government might take to increase savings and investment. The economists should suggest economic advantages and disadvantages of each course of action, and the government leaders should raise the political disadvantages of such action.

G. The added amount of production created by adding additional units of any single factor of production eventually begins to diminish or fall off.

A. IS SCEPTICAL OF CONVENTIONAL TRUTHS, AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL EVIDENCE.

S. Checks for completeness of data.

S. Figures out appropriate techniques for testing hypotheses.

S. Interprets tables.

S. Tests hypotheses against data.

82. Quote Heilbroner and others on the outlook for growth which lies in the fact that many peasants "produce zero net output." Explain what he means by this. Ask: If this were true, why would it be a potential source of growth? If necessary, quote further from Heilbroner on this factor, but try instead to bring out the possibilities by asking further questions, perhaps related to the Chinese experience which students studied in the 11th grade.

Heilbroner, GREAT ASCENT, p. 76.

Now quote Schultz to the effect that this hypothesis of zero net output is false. Use just his broad statement to this effect first. Then ask: How can we test whether or not such an hypothesis is true or false? Have a pupil report on the way in which Schultz arrived at his conclusions. Or, give pupils possible if-then propositions related to Schultz's reasoning, and see if they think these would be helpful. Then cite figures from studies which throw some light on these propositons.

Schultz, Transforming Traditional Agriculture, Ch. 4.

Finally, discuss: Do you think Heilbroner is right? Could there be some countries for which Heilbroner's theory works?(Discuss the implications of heavy increases in population, and movement of millions of people to cities at the present time because they cannot support themselves on farms.)

Ask: If Schultz is right, or even if Heilbroner is right, what is needed to get a big increase in farm productivity to help support capital accumulation in industry? Review the need for technological change and other reforms suggested by the earlier study of causes.

G. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized.)

A. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

A. IS SCEPTICAL OF PANACEAS.

S. Applies previously-learned concepts and generalizations to new data.

A. IS SCEPTICAL OF PANACEAS.

2. The institutional problem of land reform is considered in virtually all underdeveloped countries. It is hoped that such reform will promote technological change and increase agricultural output.

83. Remind pupils that some people would increase the size of farms through land reforms. Have a panel discuss: "How successful have land reforms been in underdeveloped countries?" (Select students for this panel who have been making a special study of countries which have tried land reforms.) After the panel's presentation is completed, ask: Could you carry such land reform so far as to hamper economic growth by making farms too small? Why? Is such land reform enough to solve the economic problems of these countries? Why or why not?

FOCUS: Latin America, Fact Sheet #3. Hirschman, Journeys Toward Progress, Ch. 2, Adams, et. al, Social Changes in Latin America Today. Staley, Future of Underdeveloped Countries, Ch. 12. Randall, ed., Economic Development, pp. 41-54. Stavrianos, ed., Readings in World History, pp. 471-475.

84. Now ask: How have some of the communist countries such as the U.S.S.R. and China tried to solve the problems of low agricultural production? How successful have they been? What factors were important in restricting the effectiveness of their programs? (Review what pupils learned in the eleventh grade course.)

85. Have a pupil report on the possibilities of raising farmer productivity by greatly increasing the size of farms and using many large tractors and other farm machinery.

Schultz, Tranforming Traditional Agriculture, pp. 122-124.

86. Have a group of students role play a town meeting in a small village in a rural area of underdeveloped country. Have each play a different role(landowner, peasant, reformer, etc.) Each should discuss a current problem and means for alleviating it.

3. Some have urged measures to increase trade with underdeveloped countries and to even out fluctuations in world prices for the resources produced and sold by such countries.

G. Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.

G. Specialization of individuals, regions, and countries make for interdependence.

a. International trade is beneficial both to underdeveloped countries and to developed countries. Specialization and exchange of goods makes it possible to obtain a larger quantity of goods and services for a given supply of productive resources. The reasons for international trade are the same as for trade within a country.

87. If pupils have studied the Center's eleventh grade course, it should not be necessary to do more than review the importance of world trade to countries in general and to the U.S. in particular. In this case do only activities c and d below. If pupils have not studied the 11th grade course, do several of the following activities and perhaps several more of those suggested in unit one of the eleventh grade course.

a. Show one of the films listed in the bibliography on world trade. Discuss: How does international trade help the U.S.? other countries?

b. Have a student look up figures for American exports and imports. He should make a graph to show the relative importance of our ten most important imports and ten most important exports. He should also make a map to show where the imports came from.

c. Project a map showing U.S. dependence on other parts of the world for key resources needed in general or in making some one product such as a car or telephone. Or have a pupil make such a map and place it on the bulletin board.

For an example, see Calderwood, Int'l Economic Problems, p. 21.

S. Interprets graphs.

G. It is demand, backed by the ability and willingness to pay for goods at specific prices, which affects the market; people's wants do not affect the market unless they are turned into effective demand.

S. Applies previously-learned concepts and generalizations to new data.

b. Underdeveloped countries must be able to sell some of their goods abroad if they are to be able to buy the capital goods which they cannot produce as yet.

S. Considers the possible consequences of alternative courses of action.

S. Identifies value-conflicts.

c. Some people have proposed measures to stablize world prices of goods produced in underdeveloped countries, so that these countries can plan for a certain amount of money from their exports each year. Although such stablization could not guarantee the same amount if production or output changes, it might prevent the great drop in income from foreign trade which has taken place in some years.

d. Project a graph to show the relative importance of underdeveloped and developed countries as buyers of American goods. Discuss: Which kind of country is the better customer? How much better? Would we be likely to profit or be hurt by an increase in industrial production in underdeveloped countries? Why? Quote Heilbroner on the probable effects on U.S. trade.

Calderwood, Int'l Economic Problems, p. 16. (graph).
Heilbroner, Great Ascent, p. 107.

88. Ask: Why is it important for underdeveloped countries to sell their products abroad if they wish to attain economic growth? Try to get pupils to use ideas they learned last year related to international trade as they discuss the question. If necessary, ask further questions such as: Can underdeveloped countries build all the machines they need if they wish to industrialize? Why or why not? If not, how can they buy them abroad?

89. Have a pupil report on proposals to stablize prices of resources sold by underdeveloped countries. Then discuss the pros and cons of such proposals.(Include a discussion of any possible value-conflicts involved.)

Urquidi, Challenge of Development in Latin America, pp. 66-74.

G. Mass production needs a mass market with mass consumers as well as standardization of products and parts and a high proportion of capital goods, thus mass production depends upon the development of transportation facilities and political developments which open up markets as well as upon technological developments and organizational structure within a firm.

d. Cooperation has taken place among some underdeveloped countries to increase markets by reducing regional tariffs and other trade barriers.

S. Applies previously-learned concepts and generalizations to new data.

S. Considers alternative courses of action.

G. If purchasing power increases without some corresponding increase in available materials, there is an upward pressure on prices.

4. Many people believe that underdeveloped countries need some loans or grants from abroad in order to acquire enough capital goods to make a real start on economic growth.

S Considers the possible consequences of alternative courses of action.

90. Have several pupils prepare a panel discussion on the topic: "Can a common market in Latin American countries help those countries achieve greater economic growth?" Afterwards ask: What might the countries do within their own boundaries to increase potential markets for industrial products? (Review what students learned about the effects of transportation developments in the U.S. upon markets.)

Hirschman, Latin American Issues, pp. 125-60.
Urquidi, Challenge of Development in Latin America, ch. 10.
Shonfield, The Attack on World Poverty, pp. 41-54.

91. Discuss: In what other ways can underdeveloped countries get the capital they need for economic growth? If pupils do not think of the possibility, ask: How do individuals and corporations get money to invest in new capital goods in this country if they can't save enough themselves? Or, say: Suppose a son wishes to start a business, How else might he get the money he needed besides borrowing it? (Possibly a gift from his parents.) How might underdeveloped countries get help in similar ways? Why can't governments just print more money to spend on needed construction?

92. Have a pupil report on the work of the World Bank in loaning money to countries for specific projects. He should describe specific projects, give figures on total amounts loaned by the Bank, and discuss the pros and cons of the Bank as a means of providing economic growth for underdeveloped countries.

Schonfield, The Attack on World Poverty, chs. 8-9.
Hambridge, ed., Dynamics of Development, ch. 16.
Beckel, Workshops of the World, Ch. 9.

93. Have a group of students present a panel discussion on American economic aid in terms of government loans and gifts.

Pentomy, U.S. Foreign Aid.
Goldwin, Why Foreign Aid?

S. Interprets graphs.

S. Defines problems.

S. Considers possible consequences of alternative courses of action.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

S. Sets up hypothesis.

S. Considers possible consequences of alternative courses of action.

S. Considers possible consequences of alternative courses of action.

G. The quality of labor is usually increased by education and training.

5. Most people believe that programs must be undertaken to educate the people generally and for technological change.

   a. Underdeveloped countries may try to increase their own educational programs.

94. Have a pupil prepare a pie graph to show the amount of money and products provided underdeveloped countries through government loans and private loans as compared to the amount these countries save to invest themselves. Discuss implications in class.

Figures in Heilbroner, Great Ascent, p. 114.

95. Have students read "Underdeveloped Countries: Can Foreign Aid Make Haves out of Have-nots?" and "Big Obstacles Thwart Economic Development." Have them define the problem stated. Ask: As an A.I.D. administrator, would you grant Burundi the loan? Why or why not?

Today's Economic Case Studies for Student Understanding.

96. Show a film on American aid. The class should analyze the purposes and the success of the program in achieving its purposes. Also compare the film's view on the degree of success with that found in other sources.

97. Point out that almost everyone agrees that aid to underdeveloped countries thus far has been far less successful in bringing economic growth than aid to Western Europe or countries devastated by war after World War II. Ask: What might account for this difference? Quote Schultz's answer. Ask: Do you agree or disagree with this conclusion? Why? If you do, what implications are there for other courses of action?

Schultz, Transforming Traditional Agriculture, p. 185.

98. Have a group of pupils role-play a discussion between the President and his Latin American advisors on the Alliance for Progress Program. They should discuss problems it faces as well as advances it has made. They should also discuss possible changes in the program.

Urquidi, Challenge of Development in Latin American, ch. 11.
Szulc, Winds of Revolution, Ch. 6.
Clark, Coming Explosion in Latin America, ch. 12.

99. Have two pupils assume the roles of leaders of an underdeveloped country. They should discuss the pros and cons of taking precious government tax money to provide more schooling rather than using it to build more factories, roads, etc.

Hambridge, ed., Dynamics of Development, ch. 19.

A. BELIEVES IN THE POSSIBILITIES OF IMPROVING SOCIAL CONDITIONS.

S. Rejects assumption of cause-effect relationships in correlations; looks for another factor which may affect both parts of a correlation.

S. Uses a scatter diagram to test hypothesis.

S. Distinguishes between facts, inferences and value judgements.

S. Differentiates between descriptive, causal, predictive, and normative questions and statements.

100. Perhaps show the film: The Word, on Dr. Laubach's technique for fighting illiteracy in New Guinea.

Film: The Word, produced by 20th Century Fox. Distributed by Films, Inc., 20 minutes.

101. Have a pupil prepare a large graph for the bulletin board to show changes in literacy and/or schooling in the countries pupils are studying. He should get data from each student. Have another pupil prepare a similar graph on changes in per capita income or output for the same countries for the same period. Have pupils compare there graphs. Ask: Is there any relationship between them? Can one assume a cause-effect relationship in any correlation between changes? Even if two parts of a correlation are related causally, can one determine by a correlation which one causes the other. (If necessary, use examples of correlations which obviously show no cause-effect relationship. See Hoff, How to Lie with Statistics.)

Instead of preparing two charts, have a pupil make a scattergram with two scales: the percent of change in literacy and the percent of change in per capita income in a 10 year period. Have pupils examine the scattergram to see how close the scattering comes to a line of best fit. Ask the same type of questions as suggested for the graphs.

102. Now have pupils mark each of the following statements as fact, inference, or value judgement. Then have them mark each as descriptive, causal, predictive or normative.
1. There is a positive correlation between numbers of pupils in school and per capita income.
2. Money spent to increase educational facilities and programs will result in higher levels of living.
3. Underdeveloped countries should spend more money on schools before they try to develop huge industrial plants.

Discuss the results of this exercise.

S. Considers possible consequences of alternative courses of action.

b. Underdeveloped countries may use radio and television as a substitute for some other kinds of mass media or even schooling.

A. VALUES HUMAN DIGNITY.

c. The United States has provided many kinds of technical assistance which includes training of people.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

A. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

S. Compares sources of information.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

A. IS PATIENT WITH ATTEMPTED REFORMS; LOOKS AT THE CURRENT SITUATION FROM THE PERSPECTIVE OF THE TIME NEEDED FOR CHANGES IN THE PAST.

103. Have two pupils pretend to be members of an American education mission to an underdeveloped country. They should discuss the pros and cons of different kinds of educational curricula for rural and urban schools in the country.

Hambidge, Dynamics of Development, chs. 19-20.
Dean and Haroctunian, eds., West and Non-West, pp. 323-336.

104. Have a good student read and report on Lerner's The Passing of Traditional Society. Ask: What factors were identified with change? What effects were changes having upon people? How might radio and television be used as a substitute for other kinds of mass media? Could they substitute for schooling?

Lerner, The Passing of Traditional Society, Final ch. is reprinted in Dean and Haroctunian, eds, West and Non-West, pp. 282-302, but causes not so clearly identified.

105. Have a pupil give a report on the work of an American Peace Corps couple in the barrios of Ecuador. He should describe the kinds of work done, what the Brooks learned about trying to get change and reform, and their reactions to their experiences.

Brooks, The Barrios of Manta.

106. Now have a group of students present a panel discussion on what they have learned about other Peace Corps work. What problems did Peace Corpsmen find? What successes and failures did they have? To what extent do these other experiences confirm or refute the findings presented in the Brooks' account? The pupils should project pictures from Erickson to illustrate some of their points.

Or invite a former Peace Corps worker to class to discuss his experiences.

Luce, Letters from the Peace Corps. Sullivan, The Story of the Peace Corps. Whittlesey, U.S. Peace Corps. Madow, ed., Peace Corps. Erickson, Pictorial History of the Peace Corps. Dean and Haroctunian, eds., West and Non-West, pp. 493-501.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS
S. Checks on the bias of sources of information.

S. Generalizes from data.
A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE.
S. Considers possible consequences of alternative courses of action.

S. Considers possible consequences of alternative courses of action.

G. Attempts by outsiders to introduce change may fail if the outsiders fail to study the existing culture thoroughly in order to find out the basis for existing practices.
G. Attempts to introduce change may fail if those attempting to introduce the change do not try to fit the change into the value system of the society to be changed.
G. Those attempting to introduce change will fail if they fail to arouse a feeling that change is needed.
A. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.
A. IS SCEPTICAL OF PANACEAS.
A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE.

e. Attempts by outsiders to introduce change may fail if outsiders fail to study the existing culture thoroughly in order to find out the basis for existing practices.

1) Those attempting to introduce change will fail if they fail to arouse a feeling that change is needed.

2) Those from another culture who attempt to induce technological change may fail because they fail to understand how the people of the underdeveloped country perceive certain things

107. Show a film on the work of the Peace Corps. Ask: How does the point of view of the film compare with what you have read or heard earlier? What does the film show about the purposes and accomplishments of the program? Why wouldn't this film be likely to discuss any failures, if any?

108. Have several pupils present a panel disucssion on the work of Point Four workers in underdeveloped lands. Ask: How did this program compare with the Peace Corps program? How did the problems Point Four workers faced in bringing about change compare with the problems faced by Peace Corpsmen? How did their successes and failures compare with those of the Peace Corps program?

Davis and Ashabranner, Point Four Assignment. Daniels, ed., The Point Four Program. Bingham, Shirt-Sleeve Diplomacy.

109. Have a pupil give a report on other kinds of American assistance by volunteer workers and American foundations.

Klein, Young Americans Abroad.

110. Have the class read one the case studies in Niehoff, such as the one on Vicos in Peru or on Laos. (Do not have them use the ones on India suggested for the unit on India in grade eleven.) Discuss: What does this case study illustrate about the problems of introducing change? about any class differences in accepting change? What does it suggest about techniques which might be used to promote acceptance of change?

Niehoff, ed., A Casebook of Social Change, especially cases 4 and 17.

Have the group which presented the earlier panel on "Values and Attitudes which Hinder Change" present its second panel discussion on " How to Introduce Technological Change: Mistakes and Successes." This panel should discuss the reasons for mistakes and the kinds of advice which an anthropologist would give to those who are trying to introduce change. Instead of presenting a panel discussion, the students could role play a Peace Corps training session in which anthropologists and former Peace Corps and Point Four Workers are discussing techniques for introducing technological change.

Foster, Traditional Culture. Meade, Cultural Patterns in Technological Change. Spicer, Human Problems in Technological Change. Bingham, Shirt-Sleeve Diplomacy.

S. Empathizes with others and tries to see things through their eyes whether he accepts their viewpoints or sympathizes with them or not.

S. Generalizes from data.

3) Those from another culture who attempt to induce technolcgical change may fail because they fail to communicate with the people of the underdeveloped country.

4) The attempt of outsiders to introduce change may fail if they fail to remember that form is more easily diffused than function and meaning. (e.g. Health workers wishing to give innoculation may fail if they present reasons for accepting innoculations in terms of a germ theory which people believe is irrelevant or wrong; the people might accept innoculation as a witchcraft preventative.)

5) Attempts by outsiders to introduce change may fail when attempts are made to transfer too complex a n assemblage of traits. When an innovator interested in community development tries to diffuse a small-group decision making complex along with his technological invention, he complicates the process of acceptance.

Also have two pupils role-play an imaginary interview between an American and a leader of an underdeveloped country. The American should be trying to find out what kinds of actions by American technicians disturb the people in the underdeveloped countries to which they go. The pupils should use the information in the article by Hall on "What Underdeveloped Countries Do Not Want."

Hambidge, ed., Dynamics of Development, pp. 369-72. Also see Stavrianos, ed., Readings in World History, pp. 873-75.

Read aloud sections of "They Don't Do It That Way" to illustrate other communications problems between people of different cultures. Discuss: Why do these differences exist?

Stavrianos, Readings in World History, pp. 880-884.

Have pupils compare what they have learned about introducing change in these countries with what they learned about introducing change into India, China, and the U.S.S.R. in the eleventh grade course.

6) Attempts by outsiders to introduce change may fail if the outsiders fail to study the existing social organization thoroughly in order to make changes congruent with existing structures.

7) Outsiders may fail to introduce change if they fail to fit the change into the value system of the society to be changed.

8) The innovator may fail if he does not analyze his own role and place in the social structure of the group he wishes to change. Where a new alternative requires special knowledge and training needing continuing relations between innovators and subjects, new relationships between them must be created and made continuous; in other words, a new social organization must exist to introduce the technological invention. The creation must be congruent with the social structure and values or the project will fail.

9) The innovator with long-range goals must be aware that some changes he wishes to introduce may interfere with others he wishes to introduce in the context of the culture he is attempting to change, since any change has ramifications throughout an entire culture. These ramifications are still predictable to only a small degree.

G. To be successful, a person who tries to introduce technological change into another country must analyze many factors.

f. To be successful, a person who tries to introduce technological change into another country must analyze many factors.

S. Generalizes from data.

1) People do not vary their customary behavior unless they feel some need which existing ways do not satisfy.

2) An understanding of customs as learned behavior makes us aware that changes involve some degree of unlearning and of learning new behavior.

3) Simple traits are more likely to be adopted than are complex ones.

4) The form of traits is more likely to be adopted than is their function or meaning.

5) The role and status of the innovator is an important variable in analysis of innovation and its acceptance or rejection by the group.

iii. Have several pupils prepare two bulletin boards or a divided bulletin board display. It should contrast "How Not to Try to Introduce Technological Change" or "How Not to Behave Abroad as a Technical Expert" with "How to Be Successful in Achieving Technological Change," or "How to Behave Abroad as a Technical Expert."

112. Have each pupil write a "Guidebook for Americans Going to Underdeveloped Countries as Technical Experts." These guidebooks should be kept short and should summarize what pupils have larned from the many reports, panels, and class discussions.

6) The social structure of the group is an important variable in analysis of innovation.

7) The values of the group are an important variable in analysis of innovation.

8) Analysis of techniques best facilitating change will differ somewhat depending upon whether the change is to be voluntary or enforced.

9) There are a number of helpful techniques in facilitating change:

   a) It helps if someone with great authority and prestige can be induced to be first to adopt an innovation.

   b) In situations of planned voluntary change, success or failure may be largely a result of the perception of the innovator held by the people he is trying to influence. Thus he needs to build up the desired image with these people.

   c) Securing participation by the people in all phases of the innovation process(taking part in planning, discussion of advantages, devising methods of introduction, and execution of an innovation through their own social organization)--gives people a chance to develop a feeling of need for it and enables them to work out adjustments in their own way.

d) The nature of the innovation has relevance to the best technique that can be employed to facilitate acceptance.

(1) In situations where an innovation may be passed after an initial demonstration from one person to another independently of the innovator, the problem is largely one of presentation.

(2) In situations where the felt need for the innovation can be passed along independently but the new alternative itself requires special knowledge and training, continued relationships must be established between innovators and subjects.

(3) Some innovations depend on group participation and group adjustments--such as community development programs.

e) Change is probably more likely to occur if it is enforced, that is if sanctions are applied to the people one desires to change, providing a need to change they do not feel spontaneously. However if an outside authority counts it essential to suppress an old element in an ongoing culture, especially one regarded by the people concerned as vital, some reasonable equivalent substitute should be introduced

S. Considers possible consequences of alternative courses of action.

A. VALUES HUMAN DIGNITY.

113. Have a series of reports on the work of technical agencies of the U.N. (e.g. WHO, UNICEF, UNESCO, FAO, etc.) Pupils should describe what has been accomplished and problems faced. The students should also prepare bulletin board displays to illustrate their reports. Discuss: What are the advantages and disadvantages of providing aid through international rather than national agencies? Should the U.S. channel more aid through international agencies? Quote Staley or another author's stand on this question and then discuss.

Beckel and Leed, Workshops of the World.
Shippen, Pool of Knowledge.
Roosevelt, Youth and the United Nations.
McLaughlin, New Life in Old Lands.
Faris, To Plow With Hope.
See also Heilbroner, Great Ascent on international vs. national aid.
Staley, Future of Underdeveloped Lands, (For quotation.)
Pentmy, ed. Underdeveloped Lands, pp. 69-72 (For quotation)

114. Perhaps show one of the following films instead of or in addition to some of the reports: World Without End (on several agencies); For All the World's Children (on UNICEF), or The Eternal Fight (on the World Health Organization.)

Films: The World Without End, BF, 4 1/2 reels.
For All the World's Children, U.N.-SeF., 3 reels.
The Eternal Fight, U.N.-Assoc. Films, 2 reels.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Generalizes from data.

A. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

G. In practice in communist countries the means of production are almost all owned by the government and most of the basic economic decisions are made by the government.

G. In a private enterprise system it is the market which translates demand and supply into a price system and which is chiefly responsible for the way in which the basic economic questions are resolved.

C. At least during the initial stages of economic growth we can expect the government to play a more important role in the underdeveloped countries than did the governments of the U.S. and Great Britain in their initial phases of industrial development. This is true even if the countries do not turn to communism.

115. Discuss: Do you think it would be possible to increase greatly the farm production in underdeveloped countries by sending to these countries new kinds of seeds developed in this country? (Have pupils set up hypotheses, given the assumption that farmers would use them.)

Now show pupils the list of examples from Mexico which showed a need to use some kinds of research techniques to adapt or develop their own varieties. Ask: If this is true, what kind of agricultural help might be the best kind which the U.S. and U.N. agricultural experts could offer?

Schultz, Transforming Traditional Agriculture, pp. 148-49.

116. Have a pupil report on the UN program for surveys of resources and needs as a preliminary to development programs. Discuss: How important do you think such preliminary investigations are?

Schonfield, Attack on World Poverty, pp. 23-25.

117. Have a group of students present a panel discussion on "Which Road to Economic Development?" They should discuss the appeals of the communist program and of the American economic model and the degree to which the government should engage in economic planning and its own investment in production. (Be sure to review differences in economic systems at this point as well as the concept of the mixed economy.) Pupils should discuss whether or not economic growth is possible in the underdeveloped countries without a revolution.

Galbraith, Ec. Develop., ch. 3,
Randall, Ec. Develop.
Sc. Am., Technology and Ec. Development, pp. 181-194.

The market serves to determine largely what shall be produced, how much shall be produced, how it shall be produced and who shall get what part of the production.

G. Economic systems are usually mixed, with both public and private ownership and with decisions made both by government and by consumers and businessmen.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Generalizes from data.

G. Regardless of the kind of economic system, societies go through somewhat the same stages of economic growth, although the time needed for these stages differs.

G. Not all economies conform to the "ideal" stages or descriptions, but they tend to follow more or less the same pattern of growth.

G. The transitional stage prior to takeoff sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to

118. Have a pupil give a report on "Operation Bootstrap" on Puerto Rico, or show the film: Puerto Rico, Operation Bootstrap. Discuss: What factors were important in leading to economic growth in Puerto Rico?

Hanson, Puerto Rico.
Film: Puerto Rico, Operation Bootstrap, U.W.F., 17 min.

119. Have a pupil give a report on the rapid economic development in Japan after foreigners insisted upon opening it up to trade. He should analyze the factors which promoted such rapid growth. Or have all pupils read about this development. Then discuss: How did these factors compare with those in Puerto Rico?

Hagen, On the Theory of Soc. Change, ch. 14. (For report)
Hunsberger, Japan. (For class as a whole.)

120. Select several students who have been studying underdeveloped countries which have been making considerable progress and several who have been studying countries which have been making no or almost no progress. Have them present a panel discussion on "Factors which Promote or Hinder Economic Progress in Underdeveloped Countries." They should use their countries as examples of the statements they make.

more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions.

S. Interprets tables.

S. Sets up hypotheses.

G. The international system may be looked at as a series of power relationships. Military capacity is an important factor in the development of national power but not the only one or even the dominant one.

S. Identifies value-conflicts.

S. Considers alternative courses of action.

V. The ideological struggle between the free and the communist worlds is currently centering in large part upon the underdeveloped areas.

21. Have several pupils present a panel on "How to Make the Best Use of Savings and Loans for Investment in Capital Goods?" The group should discuss advantages and disadvantages of large-scale vs. small-scale projects, balanced vs. non-balanced investment, transportation investment prior to or accompanying other investment, heavy use of labor-savings machinery or use of surplus to begin with etc.

Galbraith, Ec. Development, chs. 4-5
Schonfield, Attack on World Poverty, pp. 16, 20-21.
Hambidge, ed., Dynamics of Development, ch. 14.
Pentomy, ed., Underdeveloped Lands, pp. 91-92.

22. Project or give the class copies of the table "Sino-Soviet Economic Credits and Grants Extended to Less-developed Countries, Jan. 1, 1954 to Dec. 31, 1961." Then project or distribute copies of the chart "Communist-Bloc and U.S. Government Assistance to Selected Underdeveloped Countries, July 1,1954 to June 30, 1959." Ask: What hypotheses seem tenable from this evidence?

Joint Economic Committee, Congress of the U.S., Dimensions of Soviet Economic Power.

23. Have a group of students present a panel on the political, social, and international implications of economic development. Now look once more at the usual arguments put forward for U.S. economic aid to underdeveloped countries. Discuss: Do you think that these arguments make sense? If not, can you think of any other reasons for providing aid to underdeveloped countries? Do you think we should reduce or stop aid? What general principles do you think U.S. should follow in its attempts to aid if it should provide aid?

Staley, Future of Underdeveloped Countries, pp. 15-21.
Heilbroner, Great Ascent, ch. 7-8.

S. Uses models to make sense out of complex data.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

S. Tests hypotheses against data.

S. Having studied the causes of the problem, examines possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal.

S. In considering situations calling for action, decides whether or not one should act upon the basis of a theory by considering extent to which theory seems verified and the risks of acting or failing to act.

A. IS SCEPTICAL OF PANACEAS.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

124. Return to the diagram of a vicious cycle of poverty. Place it on the chalkboard. Now have pupils suggest any place on the cycle in which a country alone or with outside help might make a start at increasing economic growth. Develop a new cycle from that point, having pupils identify in another circle how each of the factors in this old cycle would be likely to be affected by a change in the factor they have selected.

125. Give pupils a summary of Heilbroner's simplied model for economic growth. Ask each student to develop a more elaborate model based upon what he has learned as a result of this unit. He might use the format used by Heilbroner, or he could try to develop a diagram to illustrate his model. Heilbroner, Great Ascent, p. 85.

126. Have pupils go back to the original list of hypotheses which pupils set up at the beginning of this section of the unit about what would be likely to happen given each alternative program. Discuss the list. Do they wish to change their minds in the light of their study? Prepare a revised list.

127. Hold a summarizing discussion on:"What courses of action if any, should the U.S. follow in attempting to help underdeveloped countries?" Have pupils relate the discussion to their goals and the probable consequences of different courses. Also discuss: Do you think the U.S. can be sure enough about our theories of what causes growth or lack of growth and what the consequences are of different actions to take any action on conclusions? Should the U.S. just postpone all decisions until social scientists know more? (Discuss the questions to ask in deciding whether or not to take action.)

S. Generalize from data.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

128. Discuss: What are the similarities and differences between economic growth in developed and underdeveloped countries?

129. Give a unit test and discuss the results.

130. Regive the Roper poll administered at the beginning of the unit. Have students compile the results. Then ask: How do present class attitudes toward foreign aid compare with attitudes at beginning of the unit? If they differ, discuss possible reasons for the differences and relate to differences among educated groups in the American public in 1958.

See Staley, Future of Underdeveloped Countries, p. 437.

131. Set up a committee to follow news about economic development in underdeveloped countries and report to the class at appropriate intervals.

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The Challenge In Underceveloped Countries From the Standpoint of Economics

Darrell R. Lewis

It would be heroic on the part of this writer to assume that he could delineate into a structural form all those processes which go to make up the current "challenge in underdeveloped countries." Moreover, it would be just as heroic (and ludicrous) for the social science teacher to have as his objective the search for a "final solution." However, in any discussion of underdeveloped areas a number of guiding questions should serve to focus the approach. This writer considers the following public policy oriented questions as being of prime importance:

What is the nature of the problems confronting underdeveloped countries?
What are these countries doing to improve, change or retard their status?
What more or different courses of action might these countries reasonably be expected to accomplish in this respect?
What is the "American Interest" in the plight of underdeveloped countries, and what is the United States doing as a consequence?
What alternative courses of action might the Unites States reasonably be expected to undertake?
What are the implications for the world, and for this country, of success -- or failure -- in "altering" the situation in underdeveloped countries?

These basic policy oriented questions need not, of course, be developed by themselves. They should, however, serve as guidelines in the viewing of a particular case or problem.

The following portion of this paper will deal with what this writer considers as being the most important concepts surrounding "the challenge of economic development." Structurally, the discussion attempts to embody the above questions and issues. Very little attempt is made to define the financial technicalities of many of these problems. Only the analytical questions are posed.

I. There have always been differences between rich nations and poor nations. However, in the 1960's both advanced and underdeveloped nations are being compelled with growing urgencies to resolve these differences.

A variety of factors, both of socio-political nature as well as economic, have influenced these urgencies. The student should be familiar with current data which suggests that in contrast to the narrowing of income differentials within the advanced nations, the divergance between industrialized and underdeveloped countries is probably now widening rather than narrowing. The United States and Western Europe have almost doubled their production per head since 1938. Many authorities believe that living standards in India, Indonesia, and certain other underdeveloped countries have improved little since then and may even have deteriorated in some regions. Recogn tion and discussion should also be made of the "great expectations" and the "demonstration effects." Within the underdeveloped countries, people are today acutely aware

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of their poverty and its contrasts with rich lands. The modern instruments of communication make it possible for people everywhere to know about -- and often envy -- the comforts of modern Western life. No longer do they shrug their shoulders and accept as the divine will of Allah their relative poverty. We ought to understand what role the ideological struggle (political-military) between the free and the communist worlds is currently playing in the underdeveloped areas. Moreover, how has nationalism and the "independence" from colonialism influenced this urgency. As a practical question, one should also note that the Western World -- especially the United States -- has had growing interest in the underdeveloped nations for economic reasons. In selfish terms, these nations provide us with raw materials and, simultaniously, with markets for our finished goods. Also, understanding should be made that through trade all participants can reap a portion of the benefits of

II. There have been a number of causal theories

The student should be cautioned about many superficial attempts and over-generalizations concerning economic development. The "Temperate Zone" geography theory, the "White Man" theory, the custom and culture theories -- similar to the Weber Protestant Ethic Thesis -- should all be critically examined. More sophisticated and recent interpretations of economic development could also be examined. Rostow's evolutionary stages of growth could also be examined and contrasted with Marx's evolutionary economic determinancy. (Rostow is not as close to the Marxist view that history is uniquely determined by economic forces and motives alone; instead he explains historical changes as evolutionary trends in terms of socio-political as well as economic factors. Marx would emphasize an evolutionary transition.) Hirschman's unbalanced growth theory could be contrasted with Nurske's balanced growth interpretations. (Hirschman suggests that growth is best stimulated into a dynamic pattern when certain key industries and/or institutions are first developed. These "unbalanced" factors will then create tensions which will "link or induce other growth to take place in the most efficient manner. Balanced growth, on the other hand, emphasizes that growth is best served when all the complementary factors and institutions are created simultaneously. The Prebisch thesis of industrialization versus the more general "agriculture first" thesis could also serve as useful discussion. The general framework of these theses can be meaningfully discussed without falling prey to the esoteric language of the professional economist.

III. Economic Development in underdeveloped countries is only a special case of economic growth.

The avenues of economic growth are essentially the same for both advanced and underdeveloped countries: (1) Existing supplies of resources must be used more efficiently. This entails not only the elimination of unemployment but also the achievement of greater efficiency in the allocation of resources; i.e., the various production functions must be altered and improved upon. (2) The supplies of productive resources must be altered -- generally increased. By increasing the supply of raw materials, capital equipment, skilled labor, and technological knowledge, a country can push its production possibilities curve to the right. Viewing economic development in this manner, continuity can be stressed with reference to the growth process in the United States. Moreover, the analytical framework of most economic models -- via the resource approach of land, labor, capital and entrepreneurship -- can be continued.

This concept could be introduced with a simple four component model illustrating the comparative relationships between the net per capita income increase in the United States with that of an underdeveloped nation. For example, net capital formation as a percentage of G.N.P., let us say, equals 10 percent. The capital productivity ratio 33 percent. Therefore, G.N.P. will increase by 3-4 percent. However, when population increases by 2.5 percent, net per capita incomes will only increase from .5-1.5 percent. Compare these rates and components with those in the United States.

IV. Differences in the physical and socio-cultural environments of nations tend to explain why some nations have been successful in economic growth while others have lagged far behind.

A logical approach would be to examine the obstacles in the underdeveloped countries which tend to prevent altering the quantities and improving efficiency in the use of natural resources, human resources, capital goods and technological knowledge. In addition, social and institutional impediments could be illustrated and discussed along with analyzing the role of governments.

A. A nation's endowments of natural resources constitute an obvious but crucial element in its capacity for economic development.

Poor countries are frequently burdened with an adverse climate, scarce mineral resources, little arable land and few sources of natural power. Care should be taken, however, not to rule out future development for those underdeveloped countries plagued with severe scarcities of natural resources. Switzerland, Israel and Japan, for example, have achieved relatively high levels of living despite narrow resource bases. On the other hand, an abundance of natural resources does not necessarily create growth. View, for example, Bolivia and the oil-rich Middle Eastern countries.

B. The employment and quality of human resources is a crucial variable in any economic development process.

Typically, many underdeveloped nations are overpopulated, have widespread disguised unemployment and an exceedingly low quality labor force. The student should be familiar with the many problems inherent in these circumstances. The role of education could be duscussed in this context. Compare, for example, Western Germany and Israel with any one of the African states.

C. Most economists feel that an important focal point of economic development is the accumulation of capital goods.

There are several reasons for this emphasis upon capital formation. All underdeveloped countries do suffer from a critical shortage of capital goods -- factories, machinery and equipment, public utilities and so forth. Increasing the stock of capital goods is crucial because of the very limited possibility of increasing the supply of tillable land. Once initiated, the process of capital accumulation can be cumulative. The student should understand what this cumulative process involves and how it contrasts with the "Vicious cycle". The Rostow thesis would make interesting reading on this point.

1. There must be some domestic capital formation in order for cumulative growth to take place.

The savings potential of the underdeveloped countries is low. Statistics indicate that the underdeveloped countries manage to save at best some 5 percent of their national incomes, while the advanced nations save about 10 percent. In explaining this point it is important to distinguish between (1) the masses of people, who are unable or unwilling to save, and (2) the very wealthy who can save but do not make their savings available for the accumulation of productive capital goods.

The major obstacles to domestic investment are derived from the lack of investors and the lack of incentives to invest. A group of factors may combine in an underdeveloped country to cripple investment incentives. Political and social instability -- in particular, the fear of nationalization of industry -- may dampen the incentive to invest. Similarly, very low incomes mean a limited domestic market for most non-agricultural goods. The lack of trained administrative and operating personnel may be a vital factor in retarding investment. The student should also be aware of the circumstances in which most underdeveloped countries simply do not have a sufficient accumulation of the "basic social capital" which are a prerequisite to private investment of a productive nature. Poor roads, inadequate railways, little gas and electricity production, poor communications, unsatisfactory housing, and meager educational and public health facilites do not provide an environment for investment spending.

2. Outside of a closed totalitarian system there must be some capital formation financed from abroad in order for development to take place.

Some goods and services required in development simply are not obtainable domestically, and can be had only from abroad (e.g., certain categories of machinery). Access to external goods and services can be had, technically, on three bases: purchase, loans and grant (gift). In each case, foreign exchange is ordinarily involved, not the local currency of the importing country. The student should be familiar with the crucial foreign exchange shortages existing in most underdeveloped countries -- foreign trade, a growing domestic need for foreign capital goods, and the inherent inabilities of underdeveloped areas to expand exports generating foreign exhange. With a limited capacity to purchase goods and services from abroad, the underdeveloped areas have only the alternative of accepting private foreign investments, borrowing from abroad and asking for foreign economic aid. The student should recognize the role of private foreign investment. What supplemental benefits does it bring to the underdeveloped country along with the piece of capital equipment (e.g., technical knowledge and managerial abilities)? How has private foreign investment contributed to "dualistic" economies (e.g., only benefited isolated sectors of the nation)? Because of the immensity of the task and the relative decline of private foreign investment in underdeveloped areas, the role of foreign aid along with the national and international local institutions should be examined. Should the industrialized world in foreign aid and loans emphasize only a few "key" countries and ignore the other underdeveloped areas? Should "strings" be attached to our grants and loans for political-military purposes? Why did the U.S. Congress in 1963, without recent precedence, reject an expanded foreign aid program? United Nations and United States budgetary data should also be examined to determine the true composition of "foreign assistance" -- i.e., military versus true economic assistance. The current Alliance for Progress could serve as a useful case approach to the foreign aid problem.

D. Technological advance is usually an integral part of any development process.

Technolgical advance and capital formation are frequently part of the same process. Yet there are advantages in treating technological advance -- or the accumulation and application of new ideas concerning methods of producing -- and capital formation -- or the accumulating of capital goods -- as separate processes. In the industrially advanced nations, we view technolcgical advance as a slow, evolutionary process whereby research and innovations inch forward. This is not an accurate picture for the undervelevloped countries. The student must be familiarized with the circumstances in most underdeveloped economies. In most cases, the underdeveloped nations are far from the "frontiers of technological advance." However, illustrations can be made whereby underdeveloped nations have and can apply a huge body of technological knowledge accumulated by the advanced nations without having to undertake the expensive tasks of basic research and "trial and error." View, for example, modern crop rotation and the use of fertilizer. Here also the role of education could be introduced along with the old Point IV program and the more recent "Peace Corps" thrust.

E. Purely economic considerations are not sufficient to explain the occurrence or the absense of economic growth. Massive social and institutional readjustments are usually an integral part of the growth process.

1. The mores, traditions, and cultural patterns of underdeveloped countries frequently are far different from those of advanced Western countries, and frequently work against the introduction of Western methods and against development itself.

The caste system in India, race discrimination in southern United States, and tribal loyalties in Africa all tend to illustrate this concept. Material from the area studies, employed elsewhere in this curriculum, could be used effectively to illustrate this concept.

2. The institutional problem of land reform must be considered in virtually all underdeveloped nations.

Some increase in agricultural productivity must nearly always accompany a rise in per capita incomes. In most underdeveloped countries the most static institutional structure has been land employment. However, the needed reform may vary tremendously as between specific nations. The United States Homestead Act could be compared with the Mexican experiences on the one hand and with the more recent Cuban experiences on the other.

3. At least during the initial stages of economic growth we can expect the government to play a more important role in the underdeveloped countries than did the government of, say, the United States and Great Britan in their initial phases of industrial development.

The governmental sponsorship and/or the direction of the growth process in Japan, India, China, Mexico and Germany could serve to illustrate. Particulary well suited for comparison purposes are the alternative approaches currently being practiced by India and China. The absence of a sizable and vigorous entrepreneurial class, ready and willing to accumulate capital and initiate production, indicates that in many cases private enterprise is not capable of initiating the growth process. In many instances, the government is the only institution available to provide the social goods and services in sufficient

quantities for economic development to take place. Such social goods and services as education, sanitation, basic medical progress, highways, transportation and communications facilities in an underdeveloped country tend to preclude their production by private enterprise and distribution to consumers through the price system. In other instances, the government may be the only "credit-worthy" institution for channeling private and public capital from abroad into the domestic economy. Government action may also be required to break through the saving-investment dilemma which impedes capital formation in the underdeveloped nations. The problem of honest and efficient tax administration can be explored in this context. The various arguments surrounding the advisability of "saving" or "taxing through inflation"should also be discussed. Government is obviously in the key position to deal effectively with the social-institutional obstacles to growth. Population growth, land reform programs, and labor mobility are all problems which governments have dealt with in underdeveloped areas. Finally, the role of government as a "unifying spirit" could also be explored. What role has and is nationalism playing in the development processes of most underdeveloped countries today?

SELECTED BIBLIOGRAPHY ON UNDERDEVELOPED COUNTRIES
(For Teachers)

This bibliography provides a very limited list of the most interesting or important publications dealing with economic growth in underdeveloped areas suitable for use by teachers. Many standard college texts, the professional journals and books of readings are unsuited for this purpose because of general inaccessibility and because of their esoteric nature. This selected bibliography merely suggests that a large proportion of the following books could possibly be selected for secondary students and/or adapted by the teacher.

Aubrey, Henry G. "Role of the State in Economic Development." American Economic Review Papers and Proceedings, May, 1951.
A succinct discussion of government as a factor in development.

Ayres, C.E. The Theory of Economic Progress: A Study of the Fundamentals of Economic Development and Cultural Change. 2nd Ed. New York: Schocken Books, 1962.
An interesting "institutional" approach and analysis of economic change. Instututionalism of the Veblen tradition. This paperback is not suggested for the economically unsophisticated student. Rather difficult, but worthwhile, reading for the secondary social science teacher. Essentially, a study of the effect of technology and increasing knowledge on economic growth.

Bowles, Chester. Ideas, People and Peace. New York: Harper, 1958.
A study of the problems of the poor countries and the possibility of a "creative American response." Relatively easy reading as it was written for the general public.

Enke, Stephen. Economics for Development. Englewood Cliffs: Prentice-Hall, 1963.
This college textbook presupposes a "really sound (college) introductory course in economic theory, and (the student should have) thoroughly understood its content." However, there are certain selective portions of this text which may prove useful for the secondary school teacher. Such discussions as the population problem, balanced versus unbalanced growth, the Cold War interests of the United States, industry versus agriculture, and a historical review of growth theory may all prove helpful to the teacher.

Galbraith, John Kenneth. Economic Development. Boston: Houghton Mifflin, 1964.
A readable paperback encompassing Galbraith's impressions concerning the conditions for economic progress in underdeveloped countries. Considerable reference is made to India, where Galbraith served in 1961-63 as U.S. Ambassador. An interesting chapter on the role of education in the development process. A possible adoption for secondary students.

Gill, Richard T. Economic Development: Past and Present. Foundations of Modern Economics Series. Englewood Cliffs: Prentice-Hall, 1963.
Modern short paperback primarily designed for use in the introductory college econoics course. However, this book can be read and discussed without any prior analytical knowledge of economics. A possible adoption for secondary schools. An excellent Chapter VI on the alternative approaches of India and China in their courses of economic development.

Hansen, Alvin H. "Economic Development: The Case of India" in Economic Issues of the 1960's. New York: McGraw-Hill, 1960.
An interesting and readable discussion of economic development problems and prospects in contemporary India. In paperback.

Heilbroner, Robert L. The Great Ascent: The Struggle for Economic Development in Our Time. New York: Harper and Row, 1963.
An excellent introductory paperback which presents the problems facing underdeveloped countries in the 1960's. Heilbroner presents, in clear and elementary analysis, some of the political, economic and social alternatives available to the underdeveloped and industrially advanced nations in helping to resolve their problems. A possible adoption for secondary schools.

Hirschman, Albert O. The Strategy of Economic Development. New Haven: Yale University Press, 1958.
A highly interesting paperback which calls for a new need for new thinking in the study of the problems of growth and development. Discusses the question of balanced versus unbalanced growth together with an analysis of "linkages." Some parts of the book may be too esoteric for most secondary students (and some teachers), but the general thesis is well worth reading.

Higgins, Benjamin. Economic Development. New York: Norton, 1959.
An intermediate and comprehensive (800-page) college textbook on economic development which includes a treatment of the major theories of economic growth and a long discussion of the many policy issues facing modern underdeveloped countries.

Krause, Walter. Economic Development: The Underdeveloped World and the American Interest. Belmont, California: Wadsworth Publishing Co., 1961.
This book is a standard introductory undergraduate text. The theory, description, history and analysis are all viewed primarily as a means toward formulating policy for economic development in the underdeveloped world.

Malenbaum, W. "India and China: Contrasts in Development," American Economic Review. June, 1959.

Myrdal, Gunnar, An International Economy. New York: Harper, 1956.
Presents a case for a "double standard" of morality in international economic policies because of development needs and problems. See especially Chapters XII and XIII.

Myrdal, Gunnar. Rich Lands and Poor: The Road to World Prosperity. New York: Harper, 1957.
Explores the inadequaicies of present economic theory and also the effect of Western value systems on economic growth in the underdeveloped countries. Myrdal is a very interesting and lucid writer; however, parts of his analysis does presuppose some knowledge of international economic theory. Rich Lands and Poor and An International Economy are very similar in thesis.

Nurske, Ragnar. Problems of Capital Formation in Underdeveloped Areas. New York: Oxford University Press, 1953.
A seminal work in the development field, emphasizing such concepts as vicious cycles of poverty, balanced growth, and disguised unemployment.

Worthwhile reading for the interested teacher and the scholarly student.

Nyerere, Julius K. "Africa Needs Time," The New York Times Magazine. March 27, 1960.
A brillant essay on the possibility of democracy and freedom and their meaning in Africa.

Rostow, W.W. The Process of Economic Growth. 2nd Ed. New York: W.W. Norton, and Company, 1962. A summary can also be found in U.S. News and World Report, November 2, 1959.
In paperback. The Rostow thesis of economic development introduces the concpet of definable stages of growth in an evolutionary manner. Develops the idea that, while the forms of political and economic organization may differ, the underlying forces will be similar in countries at similar stages of growth.

Schumpeter, J.A. The Theory of Economic Development. New York: Oxford University Press, 1961.
A classic work, published originally in German in 1911, now available in paperback. The late Professor Schumpeter develops the concept of entrepreneurship and its key role in economist's growth. The relatively easy concept developed within the rigors of a professional economists jargon.

Schonfield, Andrew. The Attack on World Poverty. New York: Random House, 1962.
This quite lengthly paperback presents a summary of the problems in economic development, a financial estimate of the size of the task, and series of provocative suggestions as to how it can be met through external assistance. Relatively detailed, it nevertheless may serve as a useful reference for the high school teacher.

Silvert, K.H., editor. Expectant Peoples: Nationalism and Development. New York: Random House, 1963.
An excellent analysis of twentieth-century nationalism in underdeveloped countries. Put together as a series of readings, this book explores nationalism in various underdeveloped countries as a source of value in both socio-political and economic development.

Singer, H.W. "Obstacles to Economic Development," Social Research. Spring, 1953.
One of the earliest and best statements of the difference between the development process in the nineteenth and twentieth centuries. This article has special reference to the present underdeveloped countries.

Theobald, Robert. The Rich and the Poor: A Study of the Economics of Rising Expectations. New York: New American Library, 1960.
Theobald devides the world into two groups of countries -- the rich and the poor. His thesis contends that the rich countries have a proven system of individual effort and corporate enterprise, with industrial capitalism as its foundation. For the poor countries, with entirely different ideologies and labor systems, Western democracy and "American Capitalism" are not always possible. This study and analysis attempts to suggest some alternative courses of action. A readable paperback for any non-economist, with possibilities for use in the secondary schools.

Tinbergen, Jan. Design for Development. Baltimore: The John Hopkins Press, 1958.
A policy oriented paperback, with particular reference to external financing of economic development.

Villard, Henry H. Economic Development. New York: Holt, Rinehart and Winston, 1963.
A short paperback primarily designed for use in the introductory college economics course. The book does not assume any previous training in economics. Part IV, concerned specifically with underdeveloped areas, has an exeellent discussion on the population problem.

One periodical, Economic Development and Cultural Change, is particularly concerned with the problems examined in underdeveloped countries. Many of its articles would be helpful in filling in background.

The series of world and regional economic surveys published annually by the United Nations may also prove helpful in providing comparative data and historical trends.